



Minutes
Town of Lake Park, Florida
Regular Commission Meeting
Wednesday, November 20, 2013, 6:30 PM
Town Commission Chamber, 535 Park Avenue

The Town Commission met for the purpose of a Regular Commission Meeting on Wednesday, November 20, 2013 at 6:30 p.m. Present were Mayor James DuBois, Vice-Mayor Kimberly Glas-Castro, Commissioners Erin Flaherty, Michael O'Rourke and Kathleen Rapoza, Town Manager Dale S. Sugerman, Attorney Thomas Baird, and Town Clerk Vivian Mendez.

Town Clerk Mendez performed the roll call and Mayor DuBois led the pledge of allegiance.

SPECIAL PRESENTATIONS/REPORTS

1. **Presentation by Ricky Petty, Director, Bridges at Lake Park and John Bartosek, Chief Communications Officer, Children's Services Council of Palm Beach County.**

Ricky Petty and John Bartosek, made a presentation regarding the programs and services offered at the Bridge at Lake Park and the Children's Services Council of Palm Beach County. Mr. Bartosek provided the Commission with brochures regarding services and programs offered (see attached Exhibit "A"). Danalda Andieda stated that she has two children and utilized the services and programs offered by Bridges at Lake Park. She explained how the program has helped her family and encouraged others to support the program.

The Commission thanked Mr. Bartosek and Mr. Petty for their presentation and all the work they do in Lake Park.

Commissioner O'Rourke asked if the Children's Services Council of Palm Beach County will be continuing to support the Bridges program.

Mr. Bartosek stated that the Bridges program is a continuation of Children's Services Council of Palm Beach County efforts in the area called "Place Based Services" and that Bridges is a neighborhood resource center. He stated that the Bridges program is a keystone to the goals of the Children's Council.

Mayor DuBois stated that the partnering between Bridges, Friends of the Library, Kiwanis and the Literacy Coalition has been beneficial to the community. He stated that services offered by Bridges at Lake Park are vital to the Lake Park community.

PUBLIC COMMENT:

Cary Haerlin, 1194 Old Dixie Highway, stated that AJ Squared Security Academy would be having a ribbon cutting ceremony and grand opening of their training facility on Tuesday, December 3, 2013.

CONSENT AGENDA:

Commissioner O'Rourke requested that the Regular Commission Meeting Minutes of November 6, 2013 and Resolution 43-11-13 be pulled from the Consent Agenda.

2. Regular Commission Meeting Minutes of November 6, 2013

Commissioner O'Rourke asked about the comments in the minutes from Vice-Mayor Glas-Castro regarding the voting method and questioned whether the way it was stated in the minutes correctly captured her comments.

Vice-Mayor Glas-Castro clarified that the minutes did accurately reflect her comments.

Motion: A motion was made by Commissioner O'Rourke to approve the Meeting Minutes of November 6, 2013; Commissioner Flaherty made the second.

Vote on Motion:

Commission Member	Aye	Nay	Other
Commissioner Flaherty	X		
Commissioner O'Rourke	X		
Commissioner Rapoza	X		
Vice-Mayor Glas-Castro	X		
Mayor DuBois	X		

Motion passed 5-0.

3. Resolution No. 43-11-13 Authorizing the Mayor to Apply for Federal Fiscal Year (FFY) 2013 Edward Byrne Memorial Justice Assistance Grant (JAG) Program Funds from the Florida Department of Law Enforcement

Commissioner O'Rourke asked if the report requirements of the grant would be burdensome to Town staff.

Town Manager Sugerman stated that the reporting requirements are burdensome but they will be an expense against in-kind services and the Town would not be paying money out to meet the reporting requirements it will just take staff time to comply with the requirements.

Commissioner O'Rourke stated that it seems that one of the objectives of the grant is to go toward security cameras.

Town Manager Sugerman explained that the grant funds will go toward enhanced security in the community.

Mayor DuBois asked if the Town has applied for and received this grant in the past.

Town Manager Sugerman stated that this grant is not an application based grant but an entitlement grant based upon population, crime statistics and other factors to determine funding amount.

Mayor DuBois asked if the Town has accepted the grant in the past.

Town Manager Sugerman stated “yes”.

Mayor DuBois stated that since the Town has received the grant in the past that the expense of mobilization towards ramping up on how to report has already been accomplished.

Motion: A motion was made by Commissioner O’Rourke to authorize the Mayor to apply for the 2013 Edward Byrne Memorial Justice Assistance Grant (JAG) funds from FDLE in the amount of \$5,414.00 and to approve Resolution 43-11-13; Commissioner Vice-Mayor Glas-Castro made the second.

Vote on Motion:

Commission Member	Aye	Nay	Other
Commissioner Flaherty	X		
Commissioner O’Rourke	X		
Commissioner Rapoza	X		
Vice-Mayor Glas-Castro	X		
Mayor DuBois	X		

Motion passed 5-0.

PUBLIC HEARINGS - ORDINANCES ON FIRST READING:

None

PUBLIC HEARINGS – ORDINANCES ON SECOND READING:

None

NEW BUSINESS:

4. Resolution No. 44-11-13 Amending the Town's Permit Fee Schedule by Adding Additional Permit-Related and Administrative-Related Fees

Town Manager Sugerman explained the item (see Attached Exhibit “B”).

Motion: A motion was made by Commissioner O’Rourke to approve Resolution 44-11-13; Commissioner Rapoza made the second.

Vote on Motion:

Commission Member	Aye	Nay	Other
Commissioner Flaherty	X		
Commissioner O’Rourke	X		

Commissioner Rapoza	X		
Vice-Mayor Glas-Castro	X		
Mayor DuBois	X		

Motion passed 5-0.

TOWN ATTORNEY, TOWN MANAGER, COMMISSIONER COMMENTS:

Attorney Baird stated that given this is the thanksgiving season that he is thankful for being the Town of Lake Park Attorney and wished everyone a happy and healthy holiday.

Town Manager Sugerman stated that there are two upcoming events the Sunset Celebration on November 29, 2013 from 5:00 pm to 8:00 pm at the Lake Park Harbor Marina and that the Holiday Tree Lighting Ceremony on December 6, 2013 from 6:00 pm to 8:00pm at the Town Green.

Commissioner Rapoza wished everyone a Happy Thanksgiving.

Commissioner O'Rourke stated that the Bethlehem Haitian Baptist Church will hosting a food drive (see attached Exhibit "C") and requested that the members of the church speak about the food drive.

Marie Chevelon stated that the food give-away will start at 10:30 am on November 26, 2013. She stated that turkeys will be given away and that pre-registration is required to be guaranteed a turkey or Publix gift card. She explained that pre-registration is through the food pantry. She stated that those who are not pre-registered would also be eligible to receive a turkey or gift card. She invited the Commission to attend and support the event.

Commissioner O'Rourke stated that right now they are collecting food items and encouraged those who can give to drop off any donations at the food pantry through Sunday November 24, 2013.

Commissioner O'Rourke stated that there have been several break-ins to cars at the parks and reminded everyone to be watchful and to make sure when they park their cars to hide items of value out of view. He suggested that the Commission request that the Palm Beach County Sheriff's Office walk around and patrol the area to show more police presence.

Commissioner Rapoza stated that the Citizen on Patrol (COP) patrol the area regularly and their presence is known.

Commissioner O'Rourke concurred and suggested a greater presence might be helpful. He stated that there was a article in the Palm Beach Post regarding the Palm Beach County Ethics Commission and requested clarification from Attorney Baird.

Attorney Baird explained that the lawsuit that the Town is involved in is with the Inspector General, which is a separate department. The issue in the lawsuit is whether the municipalities are required to pay a fee that the County has assessed. He stated that there is a motion for Summary Judgment set for Monday, November 25, 2013 from the municipalities

and if the motion prevails it will resolve the issue. However, there is a trial set for the January docket.

Commissioner Flaherty asked from consensus from the Commission for Public Works to move soil from the west side to the east side of the community garden.

The Commission reached consensus for Public Works to move soil from the west side to the east side of the community garden.

Commissioner Flaherty stated that the Historical Society Meeting will be on Monday, November 25, 2013 at 7:00 pm at the Evergreen House. He stated that the Library will be closing at 4:00 pm on Wednesday, November 27, 2013. He advised that the Community Garden will have a booth at the Tree Lighting Ceremony and will be selling poinsettias. He wished everyone a Happy Thanksgiving.

Vice-Mayor Glas-Castro stated that she serves on the Florida League of Cities Urban Administration Legislative Policy Committee and that one of the key issues for the Committee is Sober House Legislation. She stated that the Florida League of Cities staff would like to show more support for legislation and have come up with a letter (see Exhibit "D") for elected officials to sign individually supporting Sober House Legislation. She stated that Urban Administration Legislative Policy Committee is meeting tomorrow to finalize the committee's position statement on their priority issues. She suggested that when the Commission agendas are short to schedule Commission workshops for topics such as visioning and the Federal Highway corridor.

Commissioner O'Rourke concurred regarding workshop in conjunction with short Commission meeting agendas.

Mayor DuBois stated that he agreed but thinks it would be hard for Town staff to figure out when an agenda would be short. He stated that there is always a certain amount of staff preparation that goes into the workshops and that the preparation may not coincide with when there would be a short Commission agenda.

Commissioner Rapoza stated that she concurred as long as the workshop was focused and defined and that she would not support having a three (3) hour workshop after a short Commission meeting agenda.

Commissioner O'Rourke suggested separating the topics such as western development, waterfront development and downtown development and have short discussions on one of topics per workshop. He asked when the Federal Highway corridor meeting that was postponed is being rescheduled.

Mayor DuBois suggested that if the Commission is interested in having visioning workshops on the various topics that a quarterly workshop after a Commission meeting be scheduled for a limited amount of time. He stated by doing the workshops on a quarterly basis it provides the staff and the Commission time to prepare and saves the date for meeting notice purposes.

Town Manager Sugerman stated that the work the Commission does is very important work but that work is being done on behalf of the citizens of the Town of Lake Park staff needs to make sure that the citizens of the Town are fully aware, informed and have an opportunity to be present and participate. He stated that the Government in the Sunshine law requires that the Commission do its work in the public with formal notice in advance stating the item(s) that will be discussed. He stated that it is difficult to add a discussion or workshop to a short Commission agenda and notice the meeting. He explained that a Commissioner could bring up a topic for discussion under Commissioner Comments on the agenda and the Commission could discuss the item. The Commission would not be able to take any action but it is difficult to plan on that in advance to allow for staff to be prepared and the public be able to participate. He stated that if the Commission decided to go to a pre-announced workshop staff can be prepared and notice to the public could be provided.

Commissioner Rapoza concurred with the quarterly workshop as long as they are focused and concise and have a set time period but she thinks they should be on a night separate from regular Commission meetings.

Mayor DuBois stated that it is hard to get staff together on another night for a workshop but they would do it. He stated that the community is already use to the first and third Wednesday schedule for meetings and they can anticipate and plan for that schedule. He stated that it difficult to find a day that works for everybody.

The Commission reached consensus to have quarterly workshops in conjunction with a regular Commission meeting.

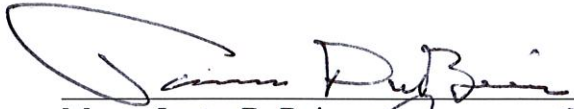
Commissioner O'Rourke stated that Sunset Celebration is taking off and asked if having the Sunset Celebration two times a month has ever been considered. He asked if the Sunset Celebration brings revenue into the Marina.

Town Manager Sugerman stated that he does not know if the Sunset Celebration generates revenue for the Marina. He stated that it is his opinion that the recent Sunset Celebration success is helping with the identification of the Marina. He stated that he attended the Marina Industry Association monthly meeting and was approached by a person he had not met before who made positive comments about the Sunset Celebration. He stated staff works hard on the Sunset Celebration and suggested that there be a few more months with just one Sunset Celebration and then reconsider whether to increase the number of times per month.

Mayor DuBois stated that the Palm Beach County League of Cities held it Legislative session roundtable meeting on November 20, 2013. He stated that he spoke to the Legislative Delegation regarding Sober Homes. He stated that the Tree Lighting Ceremony will be on December 6, 2013 and encouraged residents to attend. He stated that Willie Howard, Palm Beach Post reporter, who covers the Town will be retiring on November 22, 2013 and thanked him for his coverage of the Town. He wished everyone a Happy Thanksgiving.

ADJOURNMENT

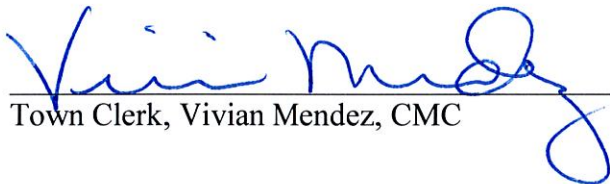
There being no further business to come before the Commission and after a motion to adjourn by Commissioner Rapoza and seconded by Commissioner Flaherty, and by unanimous vote, the meeting adjourned at 7:52 p.m.



Mayor James DuBois



Deputy Town Clerk, Shari Canada, CMC



Town Clerk, Vivian Mendez, CMC



FLORIDA
Approved on this 4 of December, 2013

Exhibit "A"

BRIDGES

Neighborhood Profiles
Introduction and Summary



Connecting Families,
Strengthening Communities

 **Children's Services Council**
PALM BEACH COUNTY
Healthy. Safe. Strong.

Acknowledgments

We would like to thank Bonnie Wagner, research analyst, for her hard work and contributions to the profile report. Ms. Wagner and CSC staff have provided advice on what data to include and how to convey unique challenges and resources in each of the Bridges neighborhoods.

We also want to thank Bridges staff and other stakeholders who reviewed multiple drafts of this report to ensure the information and interpretations accurately captured the experience of the children and families living in Bridges neighborhoods. We applaud Bridges for striving to improve conditions for children in these communities through partnership and collective efforts.

To view this entire report online please visit www.cscpbcc.org/bridgesprofiles



2300 High Ridge Road

Boynton Beach, FL 33426

1-800-331-1462

www.cscpbcc.org



333 Ravenswood Avenue

Menlo Park, CA 94025

www.sri.com





Bridges Profiles Introduction

What is Bridges?

Children's Services Council (CSC) of Palm Beach County began implementing place-based initiatives in the mid-1990s in key communities those with some of the most challenging circumstances for children. Bridges, the fourth iteration, began implementation in January 2011, and had incorporated lessons from previous efforts.

Bridges seeks to cultivate cross-sectional community-wide service coordination around four goals—children are born healthy, grow up in safe and nurturing environments, enter kindergarten ready to learn, and are reading on grade level in third grade—in ten neighborhoods in the county that were identified as having significant obstacles to achieving these goals.

The neighborhoods identified for Bridges were found to be areas with multiple population-based concerns showing high rates of preterm births, low-birth-weight infants, child maltreatment reports, poor school achievement, as well as many other economic and social risk factors. Further, focus groups completed in 2009 by an independent research firm suggest that these communities may be fearful of using services and not aware of opportunities to support their children's development. ⁽¹⁾

Particular neighborhoods and office locations also were targeted because of existing resources and potential partnerships to promote positive development of children and supportive relationships with and among families. Yet, these resources alone were not enough to change the trajectory of children and families. This indicated to Children's Services Council that highly focused and well-coordinated efforts are needed in these areas that have over time, consistently had the weakest child health and well-being outcomes.

Bridges sites are working to improve birth and early childhood outcomes by:

- connecting and integrating services for families within their target area, helping to create communities that support their young children's healthy growth and development;
- serving as a more accessible entry point, providing critical, highly focused outreach to traditionally hard-to-reach populations, and enhancing community awareness and engagement;
- establishing strategic partnerships with early childhood and family programs, and with local municipalities, community organizations, schools, churches, libraries and other nearby resources;
- providing a location where services may be offered and families can engage with each other.

Bridges sites provide activities throughout the neighborhood and community to build and strengthen the neighborhoods so they can better support young children and their families. Bridges hopes to build this capacity within neighborhoods to lead to greater sustainability and positive outcomes.

Families are asked to engage in the mission of helping ensure the health and well-being of their

own children, as well as children and families in the neighborhood at large. This is expected to lead to ownership and increase the likelihood of achieving community-wide outcomes. Thus, when families sign up to receive services or attend activities, Bridges staff ask parents to become "members" in a "mission" rather than "clients" in a "program."

The ten selected neighborhoods (Figure 1) are described in more detail in the individual profiles.

Figure 1. Bridges Sites in Palm Beach County

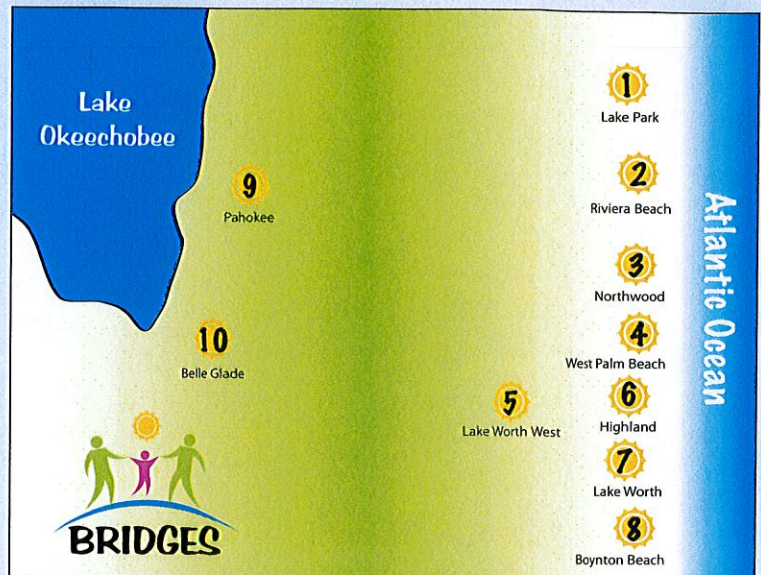
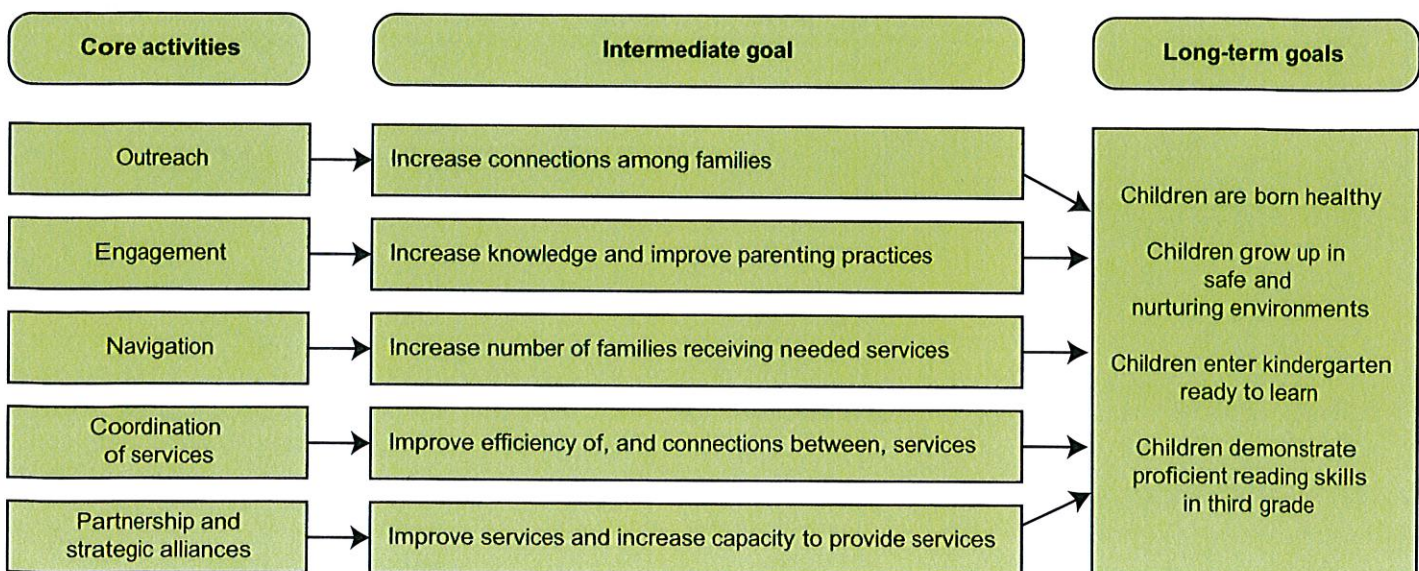
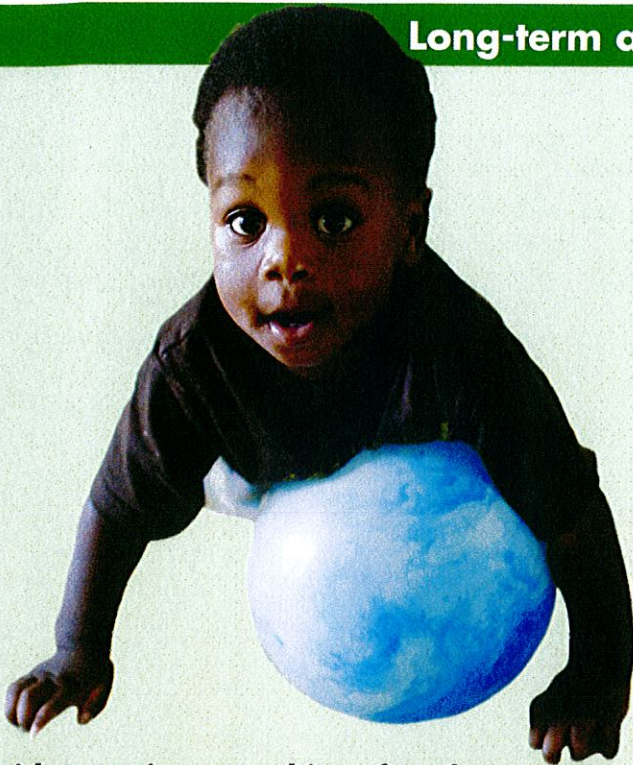


Figure 2. Conceptual Framework of Bridges Initiative



Long-term and Intermediate Goals



Bridges strives to achieve four long-term goals:

1. Children are born healthy.
2. Children grow up in safe and nurturing environments.
3. Children enter kindergarten ready to learn.
4. Children are reading on grade level in third grade.

Bridges sites and staff engage in five core strategies to achieve these four goals. Each of these strategies is expected to lead to an intermediate outcome that is an important component towards achieving the overarching goals (Figure 2). For example, through outreach, engagement and navigation, the Bridges intend to increase families' access to needed services in the neighborhood and surrounding areas, and to broaden social support and connections among families in the neighborhood. These two intermediate goals are in turn expected to lead to the long-term goals of healthy births, safe and nurturing environments, kindergarten readiness and reading proficiently in third grade.

Bridges engages in collaborative processes in finding layered solutions to community challenges. These processes will better transform its communities into learning communities capable of taking action to

ensure optimal health and development of children and families. A learning framework seeks to align efforts among stakeholders to foster accountability, engage and empower residents. As such, Bridges supports a whole-family, whole-neighborhood approach to change the community conditions that impact positive child health and well-being outcomes.

Positive early childhood experiences determine whether a child develops a weak or strong foundation for all future learning, behavior and health. ⁽²⁾ Bridges purposely focuses on families with young children prenatally to 8 years old to start building this foundation as early as possible in order to make the greatest long-term impact.

Bridges is a place-based community initiative that hopes to saturate targeted neighborhoods and surrounding areas with information to heighten awareness about how families can support their children and keep them healthy, safe and strong. Bridges believes that saturating a specific, manageable geographic area with promotional support and early intervention services will influence the families living there. This saturation, which is the first of the Harlem Children's Zone's core principles, puts forth that reaching 65% of the target population will create a "tipping point" where the initiative reaches a "pervasive presence" in the community, enough so that "it transforms the social environment that impacts children's development." ⁽³⁾

Bridges also targets a specific, recognized and manageable geographic boundary in order to examine changes in these areas over time through community level data. Zip codes in which the Bridges are located were too large to serve comprehensively, averaging over 9,000 households with 25,000 people. While Bridges does not turn away any families who are seeking supports and/or services, they specifically target certain census tracts as part of their strategy and as a means by which to evaluate the impact over time. Census tracts are geographic areas developed by the U.S. Census Bureau, which are smaller than zip codes and were designed for studying change in neighborhoods from one census to the next. ⁽⁴⁾ The census tracts where Bridges are located average approximately 1,300 households with 4,200 people, and could more reasonably be "saturated" with services and information.

Core Strategies

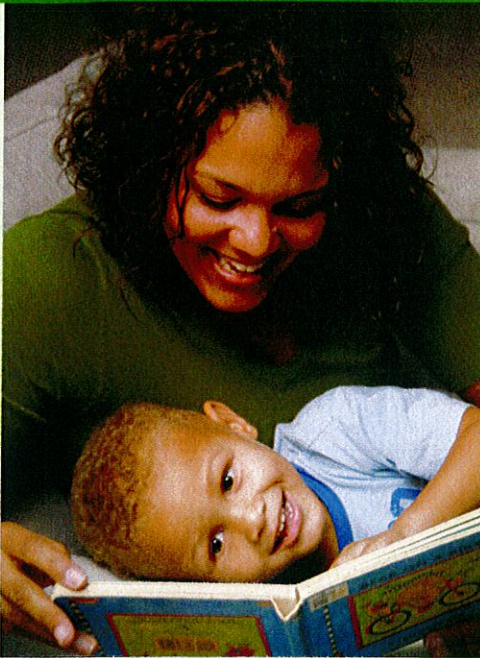
The five core strategies of Bridges are described below.

1. **Outreach** entails raising awareness, interest and involvement in the activities Bridges offers. The sites provide informal gatherings for families, including community baby showers, Fall Festivals, Easter egg hunts, father-daughter dances and block parties. Staff work to ensure hard-to-reach families fully participate in activities and services. The staff also are charged with gaining the community's trust so that families feel welcome when visiting Bridges. Bridges hopes that these activities lead to a greater sense of community, making families feel more connected with other families in their neighborhood.
2. **Engagement** activities are intended to strengthen parents' knowledge about healthy child development and increase positive parenting practices. All Bridges sites offer parent education (e.g., Triple P—Positive Parenting Program) and support activities (e.g., Ages and Stages Questionnaire (ASQs) screenings) to promote awareness about the health and well-being of children and to ensure parents have the tools and resources they need to promote their children's early development. All sites have parent coaches who work to engage families in activities that help support their children and who address parental concerns about meeting their children's needs. Child development specialists are on site to further emphasize early childhood development and positive parenting.
3. **Navigation** connects individual families with resources available in the community. A navigator meets with a parent or family to assess the family's needs, understand the resources the family already uses, and assist with connections to needed supports. Navigators are aware of the activities offered at Bridges, as well as other services in the community. Through navigation activities, Bridges staff are expected to connect families to appropriate services to address unmet needs.
4. **Coordination of services** involves Bridges staff reaching out and working with community-based organizations and businesses to increase accessibility for families. Through coordination of services, Bridges also hopes to strengthen connections with other providers to ensure families receive needed services that are high-quality and comprehensive. For example, staff co-locates, develops referral procedures, or obtains schedules of available services to share with families.
5. **Partnership and strategic** alliances serve to increase collaboration among providers so that they work as a team toward the shared goal of healthy children and families. Partnerships and alliances are expected to increase capacity, improve service effectiveness and enhance the ability to impact shared goals.



NOTE: The Ages and Stages Questionnaire (ASQs) is a parent-completed monitoring tool for child development in children 0 to 5 years old. It allows parents to see an overall view of how the child is developing compared to other children that are the same age.

Challenges and Indicators



Bridges activities occur within neighborhoods that contend with high poverty, unemployment, language barriers and social isolation. These pervasive issues contribute to the challenges in achieving positive long-term goals of the Bridges initiative.

Described below are each of the indicators used in the community profiles, how it is defined and why it is important. We focused on indicators that were most relevant for the targeted population – pregnant women, children 0 to 8 years old, and their families.

Throughout the profiles the focal census tracts will be referred to as neighborhoods, and all related neighborhood data reflects data for those particular census tracts. The data derived primarily from the following sources: (1) United States Census Bureau, (2) Florida Department of Health, (3) Palm Beach County School District, and (4) Palm Beach County Department of Children and Families. See Appendix A for a list of all indicators and the specific sources used.

Child Indicators

Low Birth Weight

Definition: Children born weighing less than 2,500 grams or 5 pounds, 8 ounces.

Significance: Not only is low birth weight a leading cause of infant mortality, but infants who survive also are at elevated risk for many long-term health conditions (e.g. hearing and vision problems, cerebral palsy) and developmental disabilities that can impair school readiness and school achievement. ^{(5), (6)}

Preterm Births

Definition: Children born before 37 weeks of gestation.

Significance: Children born preterm are at greater risk of experiencing developmental delays, hearing and vision problems, cerebral palsy and other developmental disabilities. ^{(7), (8)}

High-Risk Births

Definition: Births to women with a history of gestational or pre-pregnancy diabetes, chronic or gestational hypertension, previous preterm delivery or other previous poor birth outcome.

Significance: High-risk pregnancies are associated with an increased risk of birth complications and poor

outcomes, including preterm births, low birth weight and infant mortality. ⁽⁹⁾

Late or No Prenatal Care

Definition: Live births for which mothers reported receiving no prenatal care or care only in the third trimester of their pregnancy.

Significance: Mothers who receive late or no prenatal care are more likely to have babies with negative health outcomes (e.g., including low birth weight) and higher infant mortality. ⁽¹⁰⁾ Often, socioeconomic barriers exist to accessing prenatal care, including poverty, minority status, age less than 18 years, non-English speaking, being unmarried, and having less than a high school education. ⁽¹¹⁾

Teen Births

Definition: Live births to females under age 20.

Significance: Although the birth rate for U.S. teenagers has been consistently decreasing, births to teenagers pose several health risks to both mothers and their children. ^{(12), (13)} Teenagers are least likely to receive timely prenatal care, are more likely to smoke, and are more likely to have a low-birth-weight infant. ⁽⁷⁾

Infant Mortality Rate

Definition: The number of infants per 1,000 live births who die between birth and their first birthday.

Significance: Infant mortality rate is an important indicator of both the well-being of children and the health of communities. Mortality rates are typically higher for infants born preterm and/or low birth weight and whose mothers began prenatal care late or had none at all, smoked during pregnancy, were teenagers, and/or were living in poverty. ⁽¹⁴⁾

Child Maltreatment

Definition: Children 0 to 18 years with evidence of maltreatment (includes verified and not substantiated cases) in the Department of Children and Families investigations.

Significance: Exposure to environments of abuse and neglect can affect children's development and overall well-being. ⁽¹⁵⁾

School Readiness

Definition: Children are ready for school upon entering kindergarten as defined by their performance on the Florida Kindergarten Readiness Screener

(FLKRS) in 2010. Children are deemed ready if they are rated "consistently demonstrating or emerging/progressing" on the school readiness items and their probability of reading success score was 67% or higher.

Significance: As much as 50% of the achievement gap seen between low-income children and their more affluent peers is present at the time children enter school. ^{(16), (17)} If programs can increase children's school readiness, then they can also effectively reduce the achievement gap seen in later years. ⁽¹⁸⁾ Children who are ready for school will be more engaged early in their school years, which can have a profound effect on school achievement and school graduation rates.

Reading Proficiency in Third Grade

Definition: Children identified as reading at grade level in third grade based on the Florida Comprehensive Assessment Test (FCAT).

Significance: Children who are not reading at grade level are four times more likely to drop out of high school. ^{(19), (20)}

Family and Neighborhood Indicators

Race and Ethnicity

Definition: Individuals self-report their specific race or ethnicity.

Significance: In the United States, black women have typically been nearly twice as likely as white women to give birth to babies of low birth weight and/or preterm. ⁽⁸⁾ Hispanic and black teenagers are more likely to give birth before age 19 compared with white teenagers. ⁽⁸⁾ Black and Hispanic families are also more likely to experience poverty and unemployment, putting children at risk for poor school outcomes.

Language

Definition: Derived from census data, these include (a) residents who reported speaking a language other than English at home and (b) households in which no one 14 years old and over spoke English "very well," sometimes referred to as a linguistically isolated household.

Significance: Children who grow up in households and families with language barriers can be at a disadvantage when they start kindergarten. Children not exposed to English at home may need additional support to learn and be proficient in English. These children and their families also may experience barriers in communicating with health and other service organizations and providers. In addition, immigrant families may not be aware of resources available to them and/or may be reluctant to seek out resources for fear of being identified as undocumented even though their children are often eligible for services, especially if they were born in the United States. ⁽²¹⁾

Renter vs. Owner Occupied Households

Definition: Occupied housing units are classified as either owner or renter occupied. A housing unit is owner occupied if the owner or co-owner lives in the unit, even if it is mortgaged or not fully paid for. All occupied housing units that are not owner-occupied, whether they are rented or occupied without payment of rent, are classified as renter-occupied.



Significance: Home ownership is related to more neighborhood stability, including less mobility, more property maintenance, sense of community, and better social conditions in the neighborhood. ⁽²²⁾

Education, Income and Unemployment

Definition:

Education: Individuals self-report of highest level of education. Typically, communities with a large percentage of residents without a high school degree or equivalent are considered to have low levels of education.

Income: The median income across households.

Unemployment: Individuals were labeled unemployed as defined by the Bureau of Labor Statistics (i.e., individuals who were not working but were able, available and actively looking for work).

Significance: Measures of education, income and employment provide information about the community's access to resources that shape children's health and development. ⁽²³⁾ Children who have unemployed parents are at greatest risk for negative outcomes, ^{(23), (24), (25)} including worse cognitive, social and health outcomes compared with their more affluent peers. Parents with fewer resources are at higher risk for stress, poor physical and mental health, and other problems that can lead to ineffective parenting and less responsive home environments. In addition, parents with more education read to their children more often, have larger vocabularies, and have higher expectations than parents with lower levels of education. Their children, in turn, tend to have better academic and behavioral outcomes. ⁽²⁶⁾

Child and Family Socioeconomics (Poverty, Single Parenting, Food Security)

Definition:

Child Poverty: Children under 18 years old who live in families who are below the federal poverty line (e.g., the federal poverty line is approximately \$22,000 for a family of four in 2010).

Single-Parent Household: Households where there is one parent, one or more children under 18 years, and no spouse present in the home.

Food Stamps (SNAP): Households reporting receipt of food stamps in the past 12 months, which is a federally funded food assistance program for low-income households.

Enrollment in WIC (Women, Infants, and Children): Births to mothers enrolled in the WIC program at the time of birth. WIC provides states with federal grants for supplemental food, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women and for infants and children up to age 5 at nutritional risk.

Significance: Children who live in poverty are at greatest risk for negative outcomes, ^{(23), (24), (25)} including worse cognitive, social, and health outcomes relative to their more affluent peers. Families with fewer resources, including many single-parent households, are at higher risk for stress, poor physical and mental health, and other problems that can lead to ineffective parenting and less responsive home environments. Research suggests that there is a tipping point of neighborhood poverty. When the percentage of poor families in a neighborhood reaches 20% to 30%, negative family and child outcomes increase sharply. ⁽²⁷⁾ These indicators also reflect the level of need in a community. A high percentage of households using public assistance means families are not able to meet their basic living needs without additional support. However, increases in the number of eligible pregnant women who are receiving WIC and are connected to other needed services may facilitate healthy births as well as healthy development in the first years of life and could be an indicator of greater access to information and services.

Additionally, the following descriptive data for each neighborhood is included in each profile: total population and population of children 0 to 8 years.

Neighborhood Strengths, Resources, and Partnerships

Bridges communities have resources, strengths, and protective factors they can build on to achieve positive outcomes for the children and families.

Potential resources were categorized and mapped in each of the Bridges profiles:

- **Social services and nonprofit** – includes organizations providing assistance to families with various needs, such as housing, employment, food, clothing, legal services, capacity building, etc.
- **Health and medical** – includes pediatricians, OB/GYNs, health clinics, hospitals, family planning clinics, mental health and substance abuse treatment programs.
- **Educational resources** – includes elementary, middle, and high schools, libraries, colleges, and other adult education resources.
- **Child care providers** – includes licensed home-, school-, and center-based child care and afterschool programs.
- **Churches and faith-based organizations** – includes churches and faith-based organizations.
- **Parks and other recreational facilities** – includes beaches, arts and culture, parks, athletic fields, recreation centers, museums, campgrounds, etc.

Services indicated in the profile maps were those identified in a scan of area resources using 211 online registry, registries for licensed child care providers, health, schools, libraries, parks, and locally developed resource guides that were believed to be current at the time the resource list was developed in fall of 2012. These maps are likely not inclusive of all area resources. For instances, resources that did not have a specific geographic location could not be mapped (i.e. mobile resources, advocacy groups). Additionally, other resources may be located just outside of the map but still be a significant resource for families in the neighborhood.

Further detail about strengths, resources and partnerships derived from Bridges staff who completed a questionnaire and follow-up interviews to describe the neighborhood and its residents and questions related to social capital, service coordination, and partnerships.

These data together—about resources, strengths, and partners in the neighborhood and surrounding area—provide insight about the unique assets and protective factors within each community.

Layout of Neighborhood Profiles

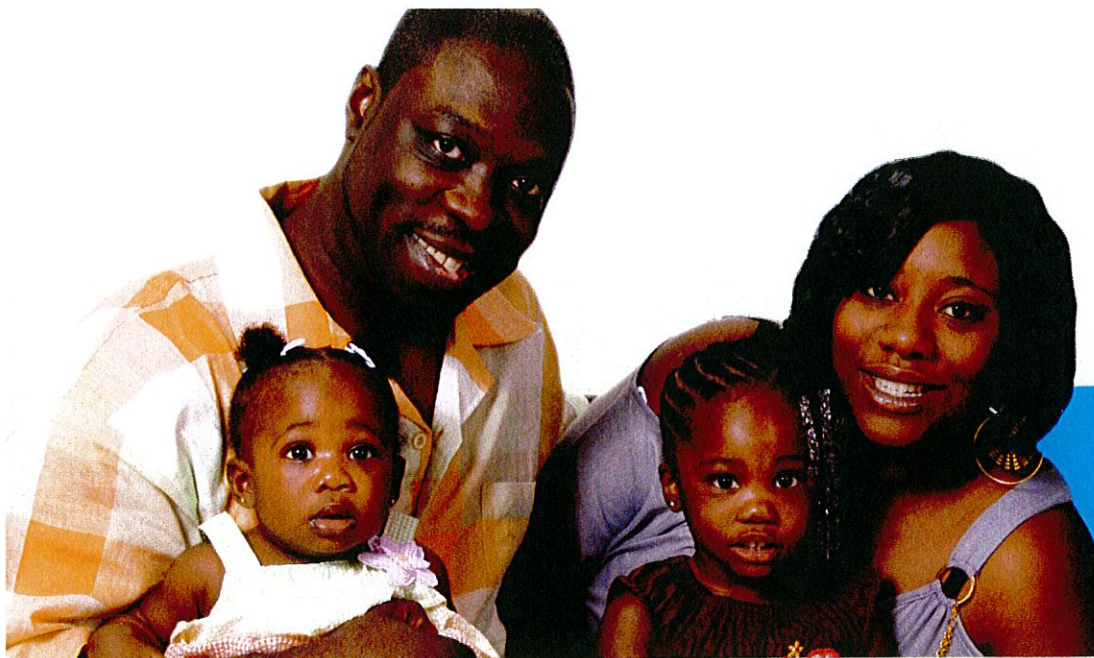
The first section of each profile provides data on how the neighborhood fared in 2010 on four goals of the Bridges initiative—children are born healthy, grow up in safe and nurturing environments, enter kindergarten ready to learn, and are reading on grade level in third grade—and is contrasted with the data for Palm Beach County overall.

The section following contains various neighborhood statistics such as race and ethnicity, language, educational attainment, housing and household composition, and other economic indicators. These data are largely derived from the U.S. Census Bureau and are specific to the neighborhood census tract(s) indicated.

The third section describes the strengths and existing resources each neighborhood has, including local partnerships, collaborative and coordinating relationships with other community-based agencies, and community resources that may serve to facilitate the neighborhoods' ability to achieve its goals.

The map in each neighborhood profile shows the census tract area where Bridges actively recruits its families. Maps also include a larger area outside the census tract to show potential nearby resources available to families living in the neighborhood. This area shown represents a one-half-mile area on all sides of the census tract(s). These resources were included to show the potential for service coordination in each neighborhood and provide examples of how Bridges has started to partner with existing community-based agencies and services.

Finally, the last section of the neighborhood profiles includes examples of activities, resources, and opportunities offered at each Bridges site. Participation rates among parents in different activities are listed. Activities include: parent-child activities, Triple P, navigation, and capacity-building or adult education. Data is provided on the number of families served, and the percent of the targeted population reached in each neighborhood.



Bridges Profiles Summary

Neighborhoods were chosen because they had the most risk factors and also because CSC believes they have strengths with which to build on, including many community resources and potential alliances and partnerships.

Each neighborhood faces unique challenges in creating the kind of change desired. Here we summarize how each neighborhood fares relative to one another and the county to provide an understanding of these unique challenges. We have

Neighborhoods Size and Demographics

The size of the census tract (neighborhood) was determined by the census bureau. Even though the size of the neighborhoods served ranges from 0.31 square miles in West Palm Beach to 6.41 square miles in Pahokee, most neighborhoods had between 4,000 and 5,000 residents. Thus, in terms of population size, they were surprisingly similar, with Lake Worth West being a notable exception. It had more than 10,000 residents in 2010. Lake Worth West also had the most children 0 to 8 years in the neighborhood ($n = 1,898$).

Palm Beach County is very culturally and ethnically diverse. Some neighborhoods are primarily black (Lake Park, Riviera Beach, Northwood, West Palm Beach, Boynton Beach, Pahokee, and Belle Glade) and some neighborhoods are primarily Hispanic and white (Lake Worth, Lake Worth West, Highland).

Neighborhoods varied in their rates of child poverty, unemployment, and use of public assistance. The median household income in 2010 ranged from a low of \$14,789 in Belle Glade to a high of \$47,931 in Lake Park (see Appendix B).

highlighted some of the more salient risk factors and challenges below. Please see Appendix B for data across all 10 neighborhoods.

We also describe each neighborhood's unique resources and strengths identified by Bridges staff and by a quick review of the greater area surrounding each neighborhood. These resources and strengths will play a significant role in the success of each neighborhood.

How are children in the neighborhoods faring on the Bridges goals?

Neighborhood fared worse on most or all of the goals of the Bridges initiative when compared with the county. Some neighborhoods showed their most significant gap to be in kindergarten readiness, whereas other neighborhoods had their most significant gaps in healthy birth indicators when compared to the county overall. Data on child maltreatment and reading on grade level was worse in all target neighborhoods compared to the county during 2010, though more significant in some neighborhoods than others.

The graphs in the pages that follow display indicators of the Bridges goals compared with the county as a whole, as well as with the other Bridges neighborhoods.

Appendix B shows the data for all the neighborhoods and the county on the key indicators that are directly associated with the four goals: healthy births, safe and nurturing environments, school readiness, and third-grade reading proficiency.

Goal 1: Children are born healthy

The infant mortality rate ranged from 4.8 in Boynton Beach to 14.4 in both Pahokee and Belle Glade. Although there can be many different causes of infant death in the first year of life, improving access to prenatal care and ensuring families obtain routine well-baby checkups can impact the infant mortality rate if changes and improvements are sustained over a long period.

Most neighborhoods had a higher percentage of preterm births in 2010 compared with Palm Beach County; approximately 18% of infants were born preterm across Bridges neighborhoods compared with 14% in the county (Figure 3). Neighborhoods with the highest percentage of preterm births were Riviera Beach (25%), Pahokee (24%), and West Palm Beach (22%).

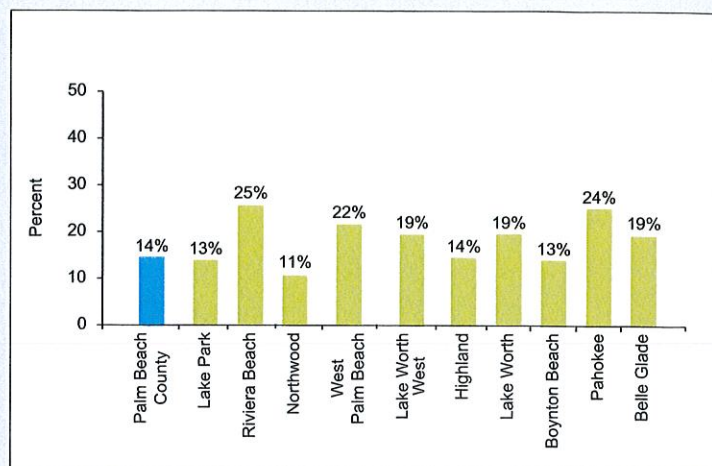
The percentage of children born low birth weight varied, with Riviera Beach and Pahokee having the highest percentage at 14%. Approximately 12% of children were born low birth weight across Bridges neighborhoods compared with 9% of children in Palm Beach County.

Access to prenatal care appears to be a concern for Highland (20%), Northwood (17%), and Boynton Beach (15%) because these neighborhoods have the highest percentages of births with late or no prenatal care in 2010 (Figure 4).

High-risk births were most prevalent in Pahokee (34%), Belle Glade (34%), and Lake Park (21%). Teen births were highest in Pahokee (25%), Riviera Beach (23%), and Belle Glade (22%), where nearly 25% of births were to women 19 years old or younger.

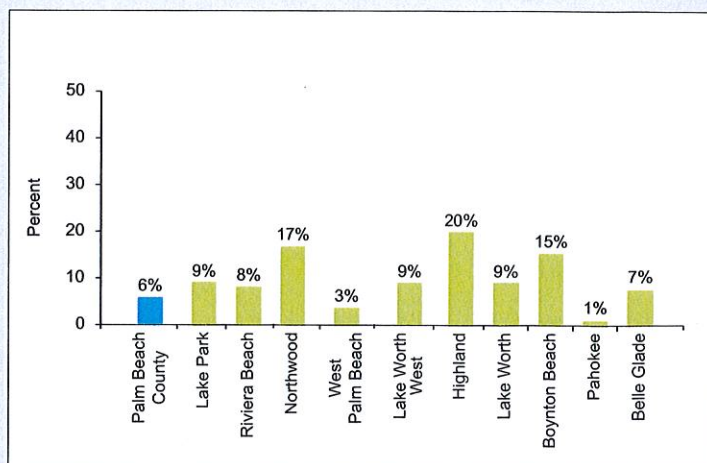
The neighborhood profiles show that all neighborhoods need to focus on increasing healthy births by increasing access to family planning and teen pregnancy prevention resources, and increasing pregnant women's access to, and use of, prenatal services and resources.

Figure 3. Preterm Births



Source: Florida Department of Health

Figure 4. Late or No Prenatal Care



Source: Florida Department of Health

Goal 2: Children grow up in safe and nurturing environments

All neighborhoods had a higher rate of child maltreatment when compared with the county in 2010. In fact, five of the 10 neighborhoods (Riviera Beach, West Palm Beach, Lake Worth, Boynton Beach, and Belle Glade) had evidence of child maltreatment rates that were double or more the rate of maltreatment in the county. (Figure 5).



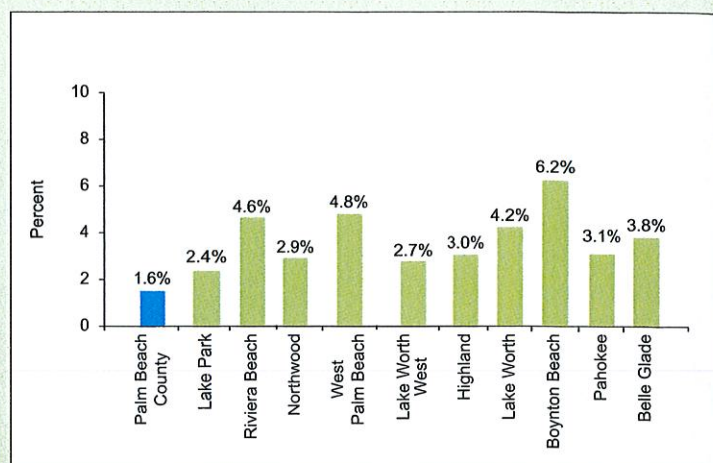
Goal 3: Children enter kindergarten ready to learn

Across Bridges neighborhoods, 38% of children were ready for kindergarten in 2010 compared with 61% in Palm Beach County. Most notably, less than one-third of the children in West Palm Beach, Highland, and Lake Worth were ready for school in 2010 (Figure 6).

Goal 4: Children are proficient readers in third grade

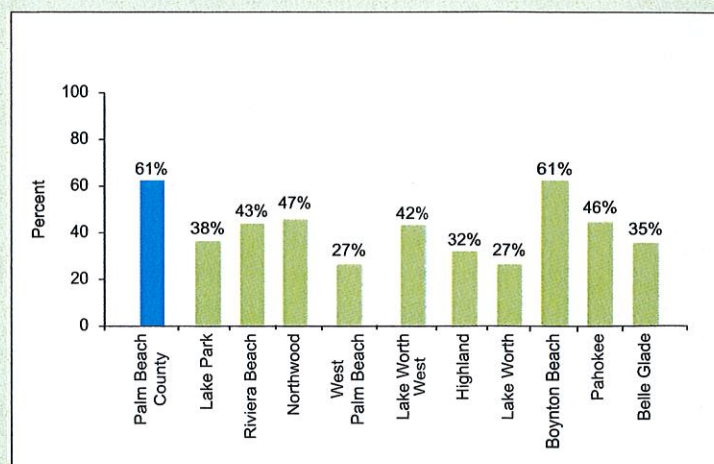
Across Bridges neighborhoods, 45% of children were reading at grade level in third grade in 2010 compared with 68% in Palm Beach County. Less than a third of the children in Lake Worth West and Belle Glade were reading at grade level in third grade. None of the neighborhoods had more than 55% reading at grade level in third grade (Figure 7).

Figure 5. Evidence of Child Maltreatment



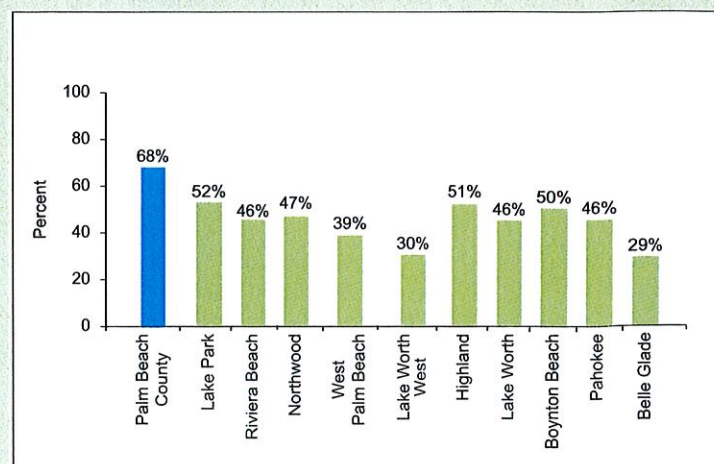
Source: Department of Children and Families in Palm Beach County. Note: Only 60% of children with evidence of maltreatment could be linked to a physical residence and geocoded to the neighborhood level.

Figure 6. School Readiness



Source: Palm Beach County School District. Note: Measured by the Florida Kindergarten Readiness Screener (FKRS)

Figure 7. Reading at Grade Level (Third Grade)



Source: Palm Beach County School District. Note: Measured by the Florida Comprehensive Assessment Test (FCAT).

What are the strengths and resources in the Bridges neighborhoods?

Below briefly highlights the resources and strengths identified by Bridges staff and suggested by a quick review of the greater area surrounding each neighborhood.

The survey findings and observations in the neighborhood profiles reveal the following:

- All neighborhoods reported some strong partnerships and alliances, and are working to increase partnerships with existing resources as well as improve relationships with them. Some Bridges sites indicate many partnerships across nonprofit organizations, churches, government, and local elementary.
- Most Bridges site reported a strong sense of self-advocacy and empowerment in residents, or that residents are willing to work together to improve conditions in their neighborhood. This is a strength that is critical to building capacity within the neighborhood to effect sustainable change.

What family and neighborhood risk factors do children face in the neighborhoods?

Some neighborhoods have larger populations of immigrants and/or residents who do not speak English fluently. In fact, in three neighborhoods, more than half the residents reported speaking a language other than English (Lake Worth West, Highland, and Lake Worth). These neighborhoods also had the largest proportions of households in which no one 14 years old or older spoke English or spoke English "very well."

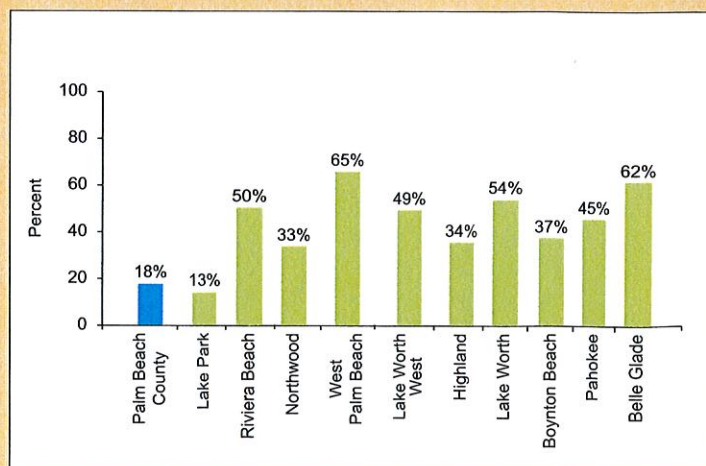
Low education levels pervade all the neighborhoods, ranging from 22% without a high school degree or equivalent in Lake Park to 43% in Lake Worth and Belle Glade. Similarly, unemployment rates ranged from 11% to 24%, with Lake Worth (24%), West Palm Beach (24%), and Belle Glade (22%) having the highest unemployment rates.

All neighborhoods have a significant percentage of families with limited resources because of single parenting or poverty. Four neighborhoods stand out as having a high percentage of families and children in need across these indicators—Riviera Beach, West Palm Beach, Lake Worth, and Belle Glade. In addition, these neighborhoods have a larger percentage of families using public

assistance, as do Pahokee and Highland. Figure 8 shows the percentage of children ages 0 to 18 living in poverty across all neighborhoods. Some research suggests that when the percentage of poor families in a neighborhood reaches 20% to 30%, negative family and child outcomes increase significantly, suggesting that all neighborhoods are at risk because of child poverty.

These data suggest that many families and children in these neighborhoods are in need of the supports that Bridges provides.

Figure 8. Children Living in Poverty



Source: Palm Beach County School District. Note: Measured by the Florida Comprehensive Assessment Test (FCAT).

How many families have participated in Bridges activities?

- More than 2,000 families with children 0–17 participated in activities at Bridges sites between June 2011 and December 2012.
- Most of the families (87%) served have children ages 0 to 8 years.
- Overall, Bridges sites have reached about 27% of the targeted population.

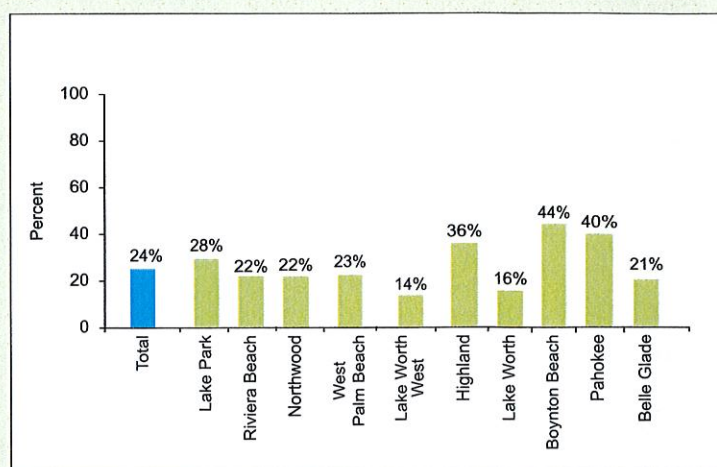
Although each neighborhood has families with unique challenges and needs, Bridges offers and connects families to activities and services that are evidence-based and were selected to make the greatest impact on families with young children. These include, but are not limited to: Triple P, Parent Child Home, Teen Outreach Program, and Nurse Family Partnership.

Of those families who participated in Bridges between June 2011 and December 2012:

- 94% participated in navigation activities,
- 39% participated in parent-child activities,
- 27% participated in Triple P sessions, groups, or seminars
- 35% participated in capacity-building workshops or activities,
- 6% participated in family literacy or adult education programming.

The Bridges model is inspired by the Harlem Children's Zone model of saturating a neighborhood with information and services to change the trajectories of children and families living there. To achieve this saturation, Bridges hopes to reach 65% of families with young children 0–8 living in the neighborhood to ensure children are born healthy, safe, and ready to succeed in school and life. Some neighborhoods have already been successful reaching more than one-third of the families targeted—Highland, Boynton Beach and Pahokee.

Figure 9. Percentage of Target Population Served By Bridges Sites



Source: Children's Services Council



Appendix A: Data Sources for Indicators

Indicator	Source
Square miles (land area)	Decennial, U.S. Census (2010)
Median income	American Community Survey, U.S. Census (2006-2010)
Ethnicity	American Community Survey, U.S. Census (2006-2010)
Infant mortality	Office of Vital Statistics (2006-2010)
Low birth weight (LBW)	Office of Vital Statistics (2010)
Preterm births	Office of Vital Statistics (2010)
Late or no prenatal care	Office of Vital Statistics (2010)
High-risk pregnancy	Florida Department of Health (2010)
Teen births	Office of Vital Statistics (2010)
School readiness	Palm Beach County School District (FLKRS 2010)*
Reading proficient at grade level	Palm Beach County School District (FCAT 2010)
Evidence of child maltreatment	Department of Children and Families (Palm Beach County) (2010)
Residents who speak a language other than English	Decennial, U.S. Census (2010)
Linguistically isolated households	Decennial, U.S. Census (2010)
Educational attainment	American Community Survey, U.S. Census (2006-2010)
Unemployment	American Community Survey, U.S. Census (2006-2010)
Children living in poverty	American Community Survey, U.S. Census (2006-2010)
Single parent households	American Community Survey, U.S. Census (2006-2010)
Households receiving food stamps	American Community Survey, U.S. Census (2006-2010)
Mothers enrolled in WIC	Office of Vital Statistics (2010)
Mobility	Decennial, U.S. Census (2010)

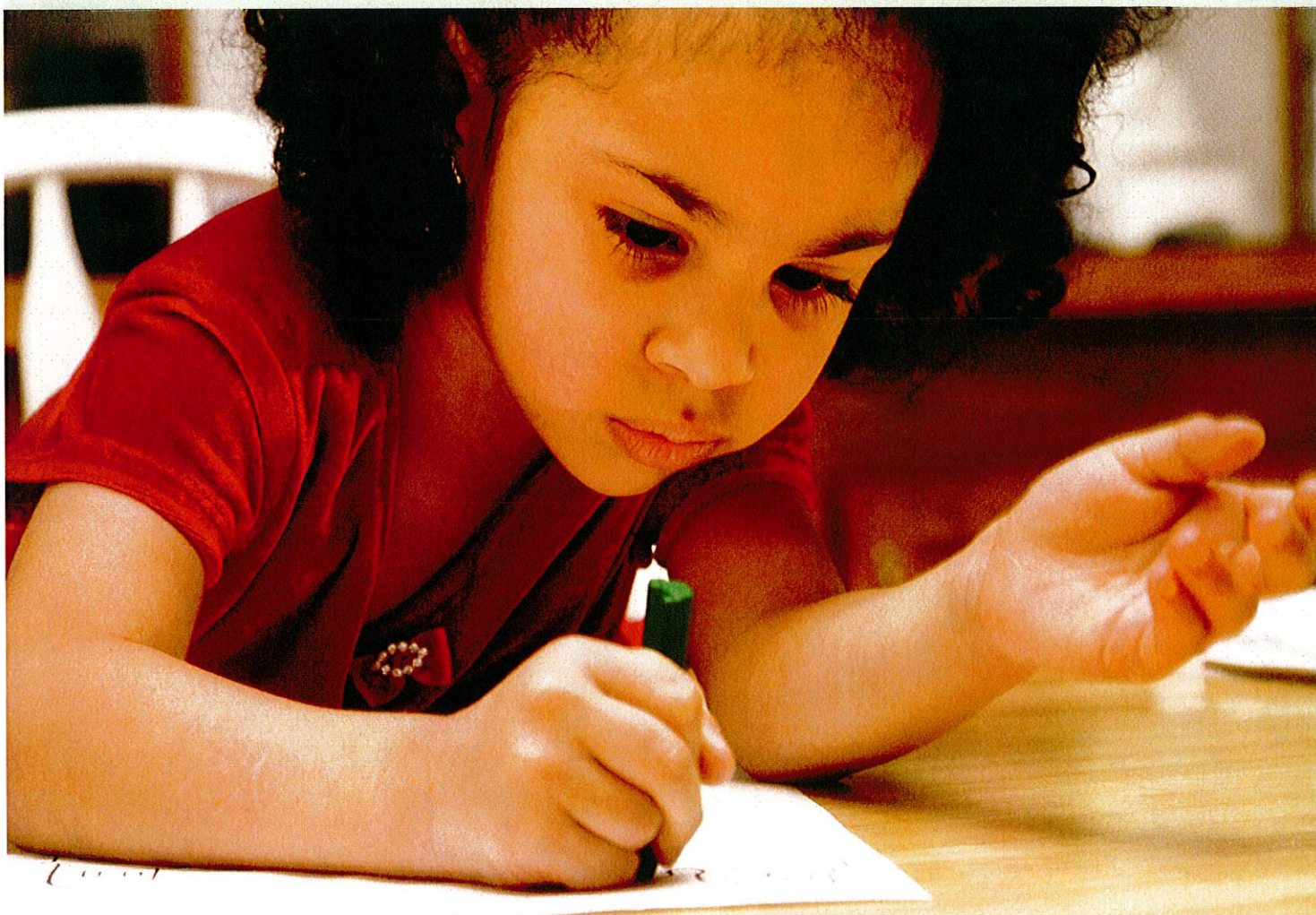
*<http://www.fldoe.org/earlylearning/FLKRS2009.asp>



References

1. SRA Research Group. (2010). Bridges qualitative research synopsis. Jupiter, FL: Author.
2. Center on the Developing Child at Harvard University. (2007). A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children. <http://www.developingchild.harvard.edu>
3. Harlem Children's Zone. (n.d.). Whatever it takes: A white paper on the Harlem Children's Zone. Retrieved from www.hcz.org/images/stories/H CZ%20White%20Paper.pdf
4. Krieger, Nancy (2006). "A century of census tracts: Health & the body politic (1906–2006)." *Journal of Urban Health* 83 (3): 355–361. doi:10.1007/s11524-006-9040-y.
5. Reichman, N. E. (2005). Low birth weight and school readiness. *The Future of Children*, 15(1), 91-116.
6. Saigal, S. (2000). Follow-up of very low birthweight babies to adolescence. *Seminar in Neonatology*, 5, 107-118.
7. Institute of Medicine, Committee on Understanding Premature Birth and Assuring Healthy Outcomes, and Board on Health Sciences Policy. (2005). *Preterm birth: Causes, consequences, and prevention*. Washington, DC: The National Academies Press.
8. Bhutta, A. T., Cleves, M. A., Casey, P. H., Cradock, M. M., & Anand, K. J. (2002). Cognitive and behavioral outcomes of school-aged children who were born preterm: A meta-analysis. *Journal of the American Medical Association*, 288(6), 728-737.
9. Martin, J. A., Hamilton, B. E., Ventura, S. J., Osterman, M. J. K., Wilson, E. C., & Mathews, T. J. (2012). Births: Final data for 2010 (National vital statistics reports, vol. 61, no. 1). Atlanta, GA: Centers for Disease Control and Prevention. Retrieved from www.cdc.gov/nchs/data/nvsr/nvsr61/nvsr61_01.pdf
10. Singh, G. P., & Kogan, M. D. (2007). Persistent socioeconomic disparities in infant, neonatal, postneonatal mortality rates in the U.S. 1969-2001. *Pediatrics*, 119, 928-939.
11. Kiely, J. L., & Kogan, M. D. (1994). *Prenatal care*. Atlanta, GA: Centers for Disease Control and Prevention. Retrieved from <http://www.cdc.gov/reproductivehealth/ProductsPubs/DatatoAction/pdf/rhow8.pdf>
12. Perper, K., Peterson, K., & Manlove, J. (2010). Diploma attainment among teen mothers (Fact Sheet 2010-01). Washington, DC: Child Trends. Retrieved from http://www.childtrends.org/Files/Child_Trends-2010_01_22_FS_DiplomaAttainment.pdf
13. Hoffman, S. D. (2008). *Kids having kids: Economic costs and social consequences of teen pregnancy*. Washington, DC: The Urban Institute Press. Retrieved from <http://www.urban.org/publications/901199.html>
14. Kochanek, K. D., Xu, J., Murphy, S. L., Minino, A. M., & Kung, H.-C. (2011). Deaths: Final data for 2009 (National vital statistics reports, vol. 60, no. 3). Atlanta, GA: Centers for Disease Control and Prevention. Retrieved from http://www.cdc.gov/nchs/data/nvsr/nvsr60/nvsr60_03.pdf
15. Gunnar, M. R., Fisher, P. A., & the Early Experience, Stress, and Prevention Network. (2006). Bringing basic research on early experience and stress neurobiology to bear on preventive interventions for neglected and maltreated children. *Development and Psychopathology*, 18, 651-677.
16. Duncan, G. J., Dowsett, C. J., & Claessens, A. (2007). School readiness and later achievement. *Development Psychology*, 43(6), 1428-1446.
17. Lee, V. E., & Burkam, D. T. (2002). *Inequality as the starting gate: Social background differences in achievement as children begin school*. Washington, DC: Economic Policy Institute.
18. Reynolds, A. J., & Ou, S. R. (2004). Alterable predictors of child wellbeing in the Chicago longitudinal study. *Children and Youth Services Review*, 26, 1-14.
19. Lesnick, J., Goerge, R. M., Smithgall, C., & Gwynne, J. (2010). *Reading on grade level in third grade: How is it related to high school performance and college enrollment?* Chicago, IL: Chapin Hall at the University of Chicago.

20. Hernandez, D. J. (2012). Double jeopardy. How third-grade reading skills and poverty influence high school graduation. Baltimore, MD: The Annie E. Casey Foundation.
21. Hernandez, D. J. (2004). Demographic change and the life of circumstances of immigrant families. *The Future of Children*, 14(2), 19-47.
22. Rohe, W.M. and Stewart, L.S. (1996). Homeownership and neighborhood stability. *Housing Policy Debate*: 7(1). Fannie Mae Foundation.
23. Yeung, W. J., Linver, M. R., & Brooks-Gunn, J. (2002). How many matters for young children's development: Parental investment and family processes. *Child Development*, 73(6), 1861-1879.
24. Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore, MD: Paul H. Brookes.
25. Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371-399. doi: 10.1146/annurev.psych.53.100901.135233
26. Dubow, E. F., Boxer, P., & Huesmann, L. R. (2009). Long-term effects of parents' education on children's educational and occupational success. *Merrill-Palmer Quarterly*, 55(3), 224-249.
27. Mather, M., & Rivers, K. L. (2006). The concentration of negative child outcomes in low-income neighborhoods. Baltimore, MD: The Annie E. Casey Foundation. Retrieved from <http://www.aecf.org/upload/publicationfiles/census.pdf>
28. Florida Historic Homes. Historic West Palm Beach. Retrieved from <http://www.floridahistorichomes.com/WPB.html>



Appendix B

Demographic Factors

	Palm Beach County	Lake Park	Riviera Beach	North- wood	West Palm Beach	Lake Worth West	Highland	Lake Worth	Boynton Beach	Pahokee	Belle Glade
Square miles (land area)	1,970	1.20	0.62	1.27	0.61	1.53	0.45	0.49	0.98	6.41	0.45
Population	1,320,134	6,039	4,379	4,958	3,404	10,396	4,628	4,137	3,726	4,527	3,984
Population 0 to 8	128,621	745	586	588	551	1,898	753	622	395	715	633
Median income (\$)	58,709	47,931	26,051	41,092	18,783	44,083	30,930	34,872	30,137	28,807	14,789
Race											
White (%)	74	32	1	17	6	53	51	57	28	24	8
Black (%)	18	60	96	73	90	24	20	23	68	66	87
Hispanic (%)	20	7	2	14	5	51	55	41	6	26	11

Child Indicators

Infant mortality rate (per 1,000 births)	6	6	11	9	7	6	6	10	5	14	14
Low birth weight (%)	9	10	14	12	13	10	12	6	13	14	13
Preterm births (%)	14	13	25	11	22	19	14	19	13	24	19
Late or no prenatal care (%)	6	9	8	17	3	9	20	9	15	1	7
High-risk births (%)	15	21	11	13	12	14	17	15	18	34	34
Teen births (%)	8	4	23	15	19	11	12	12	10	25	22
School readiness (%)	61	38	43	47	27	32	42	27	61	46	35
Reading proficient at third grade (%)	68	52	46	47	39	51	30	46	50	46	29
Evidence of child maltreatment (%)	1.6	2.4	4.6	2.9	4.8	2.7	3.0	4.2	6.2	3.1	3.8

Family and Neighborhood Indicators

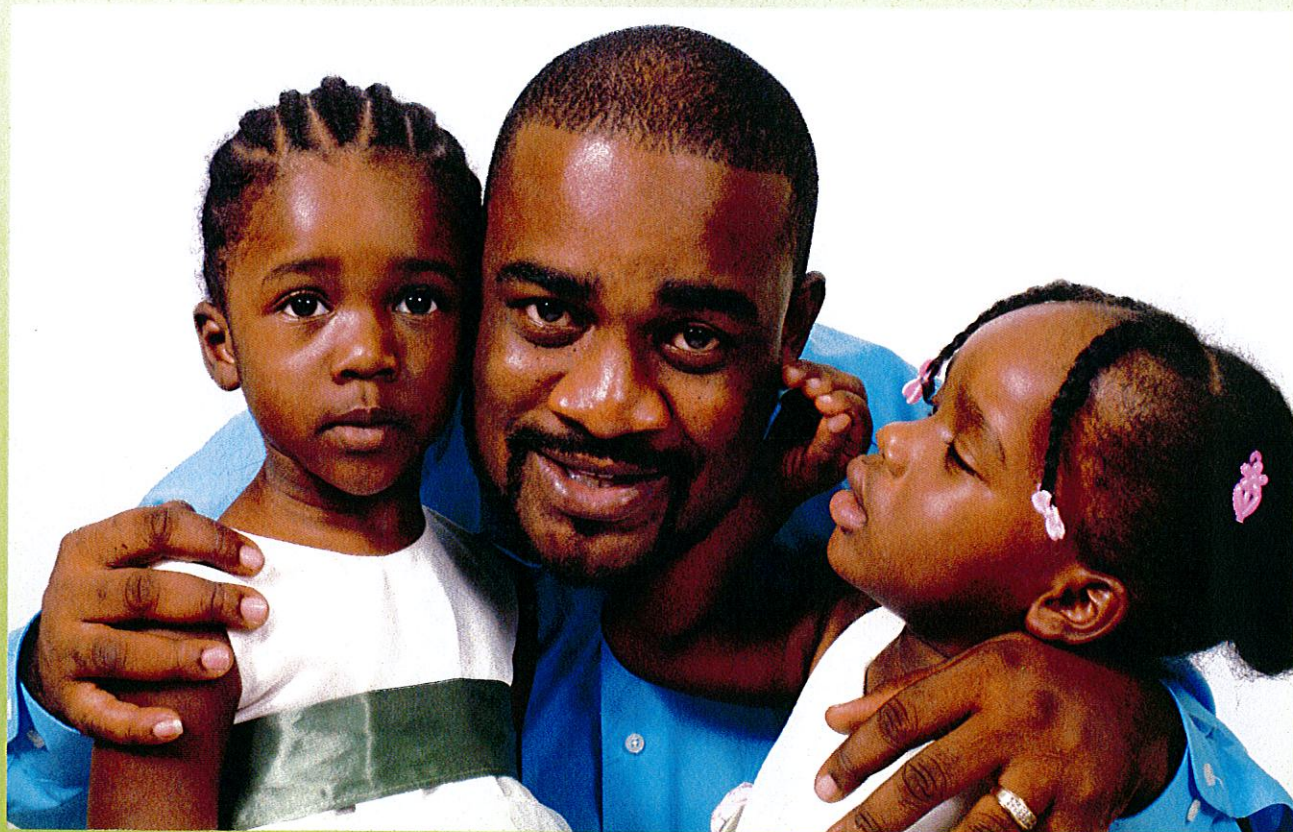
Residents who speak a language other than English at home (%)	25	41	3	15	7	60	67	57	18	18	34
Linguistically isolated households (%)	7	13	1	9	1	19	34	29	6	7	19
Less than high school education (%)	13	22	28	28	36	40	42	43	24	35	43
Unemployment (%)	9	11	17	15	24	14	11	24	18	19	22
Children living in poverty (%)	18	13	50	33	65	34	49	54	37	45	62
Single parent households (%)	37	49	68	53	83	53	53	54	57	51	68
Households receiving food stamps (%)	6	7	20	16	44	18	14	21	18	28	35
Mothers enrolled in WIC (%)	43	63	72	76	58	75	68	69	67	87	91
Mobility (%)	85	84	97	84	63	68	75	78	81	87	84
Renter-occupied households (%)	29	44	45	38	79	71	67	73	46	51	79



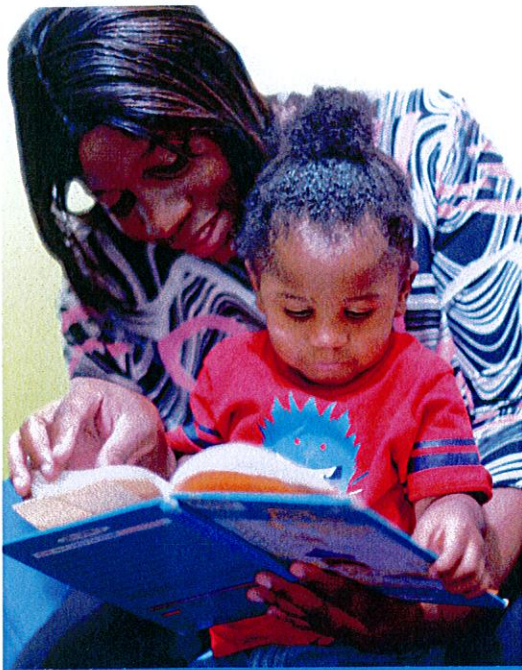
Connecting Families. Strengthening Communities

Interested in learning more about BRIDGES?

Call or visit one near you. For a list of Bridges locations, please call 561-740-7017



2300 High Ridge Road
Boynton Beach, FL 33426
1-800-331-1462
www.cscpbcc.org



This community profile is intended to provide insight on the conditions – both strengths and challenges – of a particular neighborhood through a variety of data gathered between 2010-2012*. Bridges seeks to engage the collective resources of this community and take action to improve conditions for children and families.

The Lake Park neighborhood that Bridges targets has approximately 1,906 households and a population of 6,039 residents. In 2010, approximately 12% of the population was 0 to 8 years old (745 children).

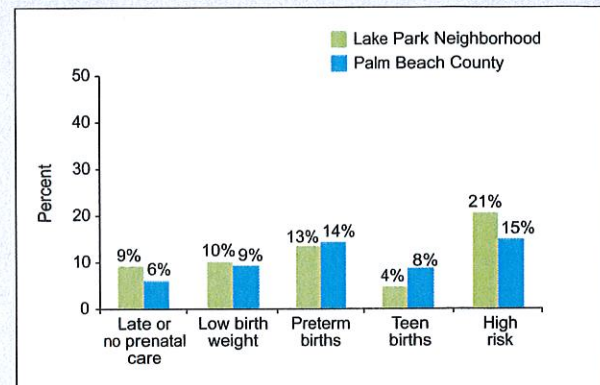
Census Tract = 11.01 Population: 6,039 Population 0-8 years: 745

The first goal of the Bridges initiative is to increase the number of children born healthy. Children born in the Lake Park neighborhood in 2010 fared worse than children in Palm Beach County on several birth indicators (Figure 1-1). In 2010, 10% of infants were low birth weight, and 13% were born preterm. Approximately 21% of births in the Lake Park neighborhood were considered high risk. Approximately 9% of women received late or no prenatal care, and 4% of births were to teen mothers.

The infant mortality rate in the Lake Park neighborhood was higher than in Palm Beach County. 6.2 infants died for every 1,000 live births in the neighborhood compared with 5.5 in Palm Beach County.

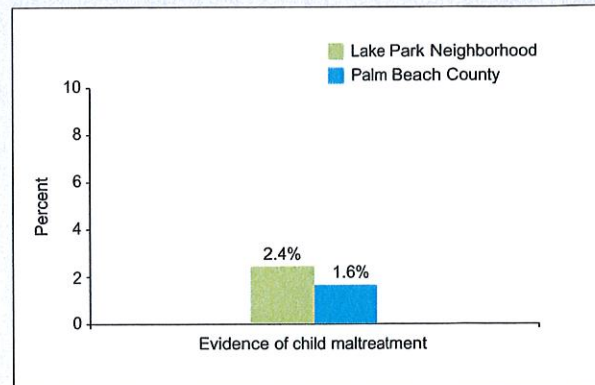
The second goal of the Bridges initiative is to make sure children are in safe and nurturing environments and remain free from abuse and neglect. Evidence of child maltreatment was higher in the Lake Park neighborhood than in the county (Figure 1-2). Data provided by the Department of Children and Families of Palm Beach County show that 2.4% of children in the neighborhood had evidence of maltreatment compared with 1.6% of children in Palm Beach County overall.

Figure 1-1. Prenatal Care and Births in the Lake Park Neighborhood (2010)



Source: Florida Department of Health

Figure 1-2. Evidence of Child Maltreatment in the Lake Park Neighborhood (2010)



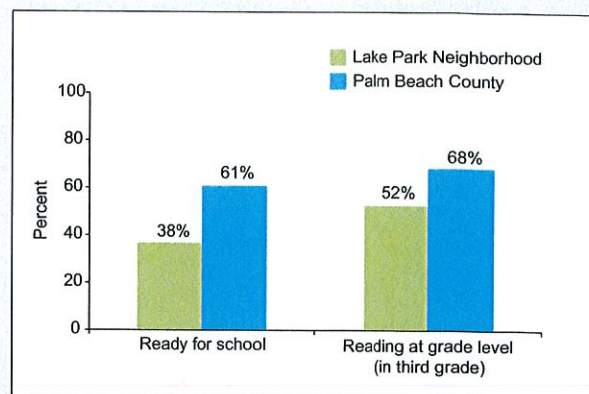
Source: Department of Children and Families in Palm Beach County. Note: Only 60% of children with evidence of maltreatment could be linked to a physical residence and geocoded to the neighborhood level.

*Information contained in the profile represents a point in time; perceptions and staff insight may not express the views of the entire community.

The third goal of the Bridges initiative is to increase the number of children who enter kindergarten ready to learn. In 2010, 38% of children in the Lake Park neighborhood were ready for school at kindergarten entry compared with 61% in Palm Beach County (Figure 1-3).

The fourth goal of the Bridges initiative is to increase the number of children who are proficient readers in third grade. In 2010, 52% of children in the Lake Park neighborhood were reading at grade level in third grade compared with 68% of children in Palm Beach County (Figure 1-3).

Figure 1-3. School Readiness and Third-Grade Reading in the Lake Park Neighborhood (2010)



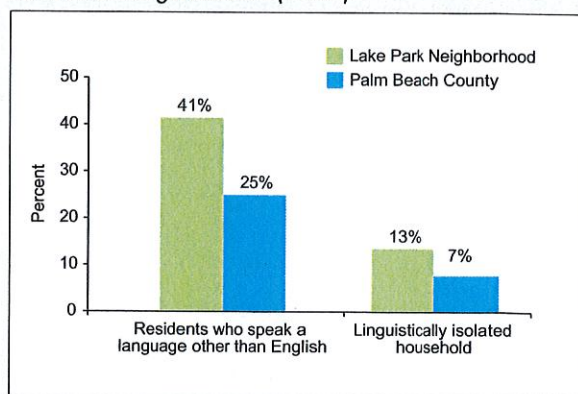
Source: Palm Beach County School District.
Note: Measured by the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Comprehensive Assessment Test (FCAT).

Lake Park Neighborhood: At A Glance

Race & Ethnicity. The racial composition in this neighborhood is 60% black and 32% white, according to the 2010 U.S. Census. The majority of residents in this neighborhood are non-Hispanic; just 7% identified their ethnicity as being Hispanic. The majority of individuals served by Bridges at Lake Park describe themselves as Haitian (61%) or African American (20%).

Language. (Figure 1-4). Among Lake Park neighborhood residents, 41% reported speaking a language other than English at home, and 13% of households are considered linguistically isolated. Linguistically isolated households are those where no one 14 years old or older can speak English fluently.

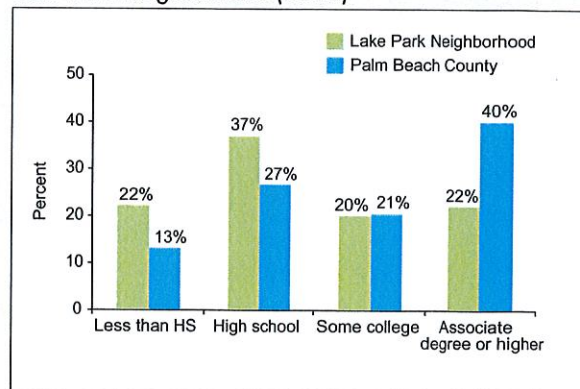
Figure 1-4. Language of Residents and Households in the Lake Park Neighborhood (2010)



Source: U.S. Census Bureau.

Education. (Figure 1-5). High school graduates accounted for 78% of the population in the Lake Park neighborhood compared with 87% in Palm Beach County, which indicates 22% of residents did not complete high school or obtain a GED. Among Lake Park neighborhood residents 25 years old or older, 22% completed an associates degree or higher compared with 40% in Palm Beach County.

Figure 1-5. Highest Education Attained by Residents in the Lake Park Neighborhood (2010)



Source: American Community Survey, U.S. Census Bureau.

Housing & Household Composition. In this neighborhood, 56% of households are owner-occupied and the remaining 44% are renter-occupied. According to census data, 84% of residents report residing in the same household as one year ago (compared with 85% for Palm Beach County). Almost half of the children (49%) live in single-parent households compared with 37% in Palm Beach County.

Economic Indicators:

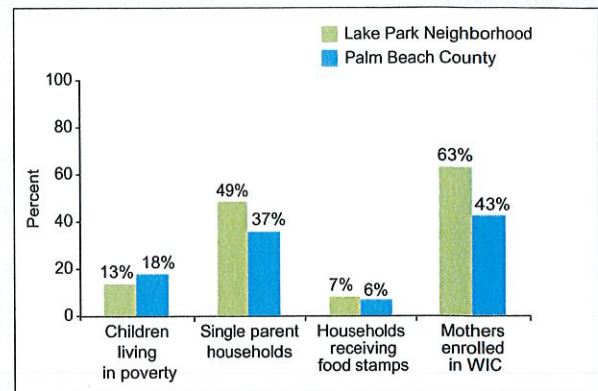
The median household income was \$47,931, compared with \$58,709 in Palm Beach County. The unemployment rate in the neighborhood was 11% compared with 9% in Palm Beach County.

Among children in the Lake Park neighborhood, 13% live below the federal poverty level in 2010 compared with 18% in Palm Beach County. (Figure 1-6).

Households receiving food stamps accounted for 7% of the neighborhood compared with 6% in Palm Beach County.

Births to mothers enrolled in the Women, Infants and Children (WIC) program was 63% in the Lake Park neighborhood and 43% in Palm Beach County. (Figure 1-6).

Figure 1-6. Child and Family Socioeconomics in the Lake Park Neighborhood (2010)



Source: American Community Survey, U.S. Census Bureau.

WIC provides vouchers for supplemental foods, health care referrals, and nutrition education for low-income pregnant and breastfeeding women, as well as to infants and children up to age five who are found to be at nutritional risk.

Neighborhood Strengths, Existing Resources, and Partners

Staff at Bridges identified many resources and supports as the community's strengths, including their community ambassadors and volunteers, partners, and community organizations.

Bridges at Lake Park is located in office space within a shopping plaza at a high-traffic intersection of Northlake Boulevard and 10th Street. Immediately surrounding the site are other businesses such as a veterinary hospital, dry cleaners, gas stations, restaurants and retail stores. The majority of residential structures are single-family homes and smaller apartment complexes located to the south and east of the site location. To the west of Lake Park is the city of Riviera Beach, and Bridges at Lake Park is no more than a ten-minute drive to the Bridges in Riviera Beach. Lake Park also borders the Intracoastal Waterway that separates the mainland from the Atlantic Ocean.

Bridges staff describe specific strengths that include:

- **This is a close-knit community.** Census data show that there is a low mobility with approximately 84% of residents reporting to be in the same household as one year ago (compared with 85% for Palm Beach County).

- **Residents of this neighborhood generally feel safe when walking through the neighborhood** and there is a good relationship between community residents and local police. People in the neighborhood are not afraid to ask for help when they need it and they are strong advocates for their needs.
- **Residents regularly attend a local church or faith-based organization**, and there are 17 churches in the greater Lake Park area. Bridges at Lake Park currently works with St. Mark Episcopal Church and Renewed Deliverance Church. They've provided donated items for Bridges families (clothing, baby supplies, diapers, etc.). They also provide volunteers to assist with Bridges events and activities.



There are collaborative efforts and partnerships happening in the Lake Park neighborhood.

- **The town government and Lake Park elementary school** have been willing to collaborate with Bridges at Lake Park on behalf of community children and families. Bridges partners with Lake Park Elementary during kindergarten roundup to ensure parents are aware of the school's expectations so their child can be prepared when they start kindergarten. Bridges at Lake Park actively encourages parents to be involved at the School Advisory Committee (SAC) meeting and other school functions.
- **Other nonprofits and Bridges frequently communicate and share resources.** As an example, Bridges and Community Voice have worked together to reach males in the community and, together, they offered a class emphasizing the importance of father involvement.
- **Local businesses have been supportive to Bridges in its endeavors** by offering discounts to families who are Bridges members. Local media such as radio, television news, and newspapers have been helpful in advertising and bringing awareness of Bridges to local families.
- **By developing partnerships with dedicated volunteers,** such as Catrina Bush of LaFay Productions, Meg Scholp of Mothers On a Mission (MOMs), and the Lake Park Kiwanis Club, Bridges has been able to offer parent-child activities and events to its families.
- **Additional partners of the Bridges at Lake Park include some of the following community agencies:** C.R.O.S. Ministries, DCF (Florida ACCESS partner), Healthy Mothers / Healthy Babies, Mercy Me Ministries, Operation Hope, Resource Depot, Safe Kids, Women's Health Initiative (WHIN), and businesses such as Sports Planet, a restaurant that allows Bridges to host events at their location.



The map (Figure 1-7) shows the census tract area that Bridges at Lake Park targets for services as well as the location of the Bridges site. It also includes a one-half mile area outside the census tract to show potential resources available to families living in the Lake Park neighborhood. The services indicated in the map and descriptions below were those identified in a scan of area resources using 211 online registry, accessible registries for licensed child care providers, health, schools, libraries, parks, and locally developed resource guides that were believed to be current at the time the resource list was developed in fall of 2012. This may not represent all area resources.

Services and resources exist in the Lake Park area, these include the following:

- Non-medical resources for expectant parents
- Licensed child care providers
- Counseling/mental health services
- Parks/playgrounds/recreational facilities.

There are seven social service and nonprofit organizations in the Lake Park area as shown in the map in light blue (e.g., Feeding the Flock Food Pantry, Federation of Families, National Center for Missing and Exploited Children, Joann's Cottage).

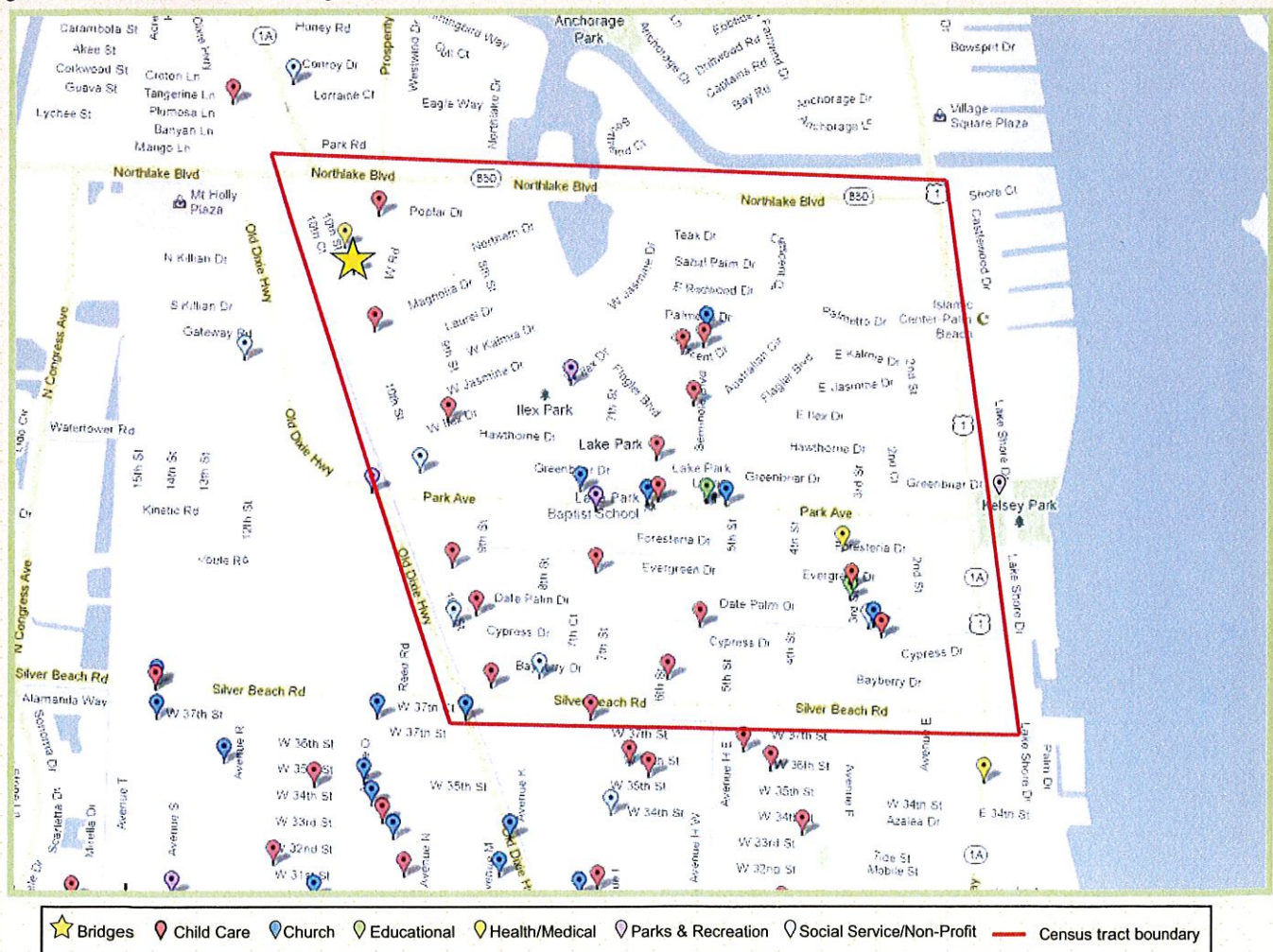
There are three organizations that provide health care or medical services. Two of the three are drug and alcohol treatment programs, and the other one is the Molina Medical Clinic, which is a general practice that accepts Medicaid reimbursement.

Five parks and other recreational facilities are shown in the map in purple. Kelsey Park is a local gathering place located on the Intracoastal Waterway that Bridges at Lake Park uses occasionally for family activities and events.

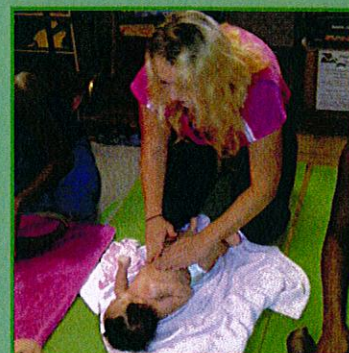
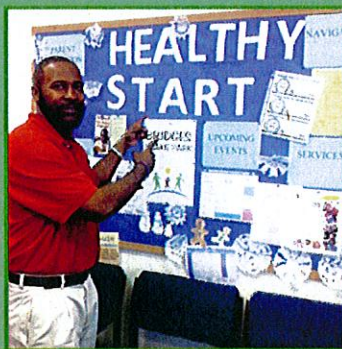
Two educational resources are shown on the map in green, which includes the Lake Park Library and Lake Park Elementary school. In partnership with the library, Bridges at Lake Park is able to offer interactive story time, "Twilight Tales" to local children and their families. Lake Park Bridges is active at the Lake Park Elementary School Advisory Committee (SAC), where they outreach to and inform families of the services offered at Bridges.

Bridges at Lake Park partners with several local child care providers. Some of them include: Twiggs Early Learning Center, Bright Futures, Kidz Academy, Let Us Stand United Together (LUSUT), and First Learning. There are 30 licensed child care providers in the larger area. Of those, 17% participate in the Quality Counts system. Quality Counts is an early care and education improvement and support system that is designed to enhance the quality of child care so that children birth to five years of age are healthy and ready to learn when they enter school.

Figure 1-7. Greater Lake Park Neighborhood



Challenges to Improving Child Outcomes



Staff identified challenges to improving outcomes for children and families in the Lake Park neighborhood:

Many residents and families face language barriers that may impact access to services and make them reluctant to use services for which they may be eligible. Two-fifths of residents speak a language other than English at home (41%) compared to 25% in Palm Beach county. Additionally, 13% of households in the Lake Park neighborhood are considered linguistically isolated compared to 7% in the county.

There are resources and services not available within a close traveling distance, some of them including: family planning/pregnancy prevention, medical care for pregnant women, and pediatricians/family medical practices. This makes it difficult for families without reliable transportation to access these services.

The unemployment rate in the Lake Park neighborhood is higher than the county overall, and some families struggle to provide for their children's basic needs.

Participation Rates: Of the families who visited Lake Park Bridges,

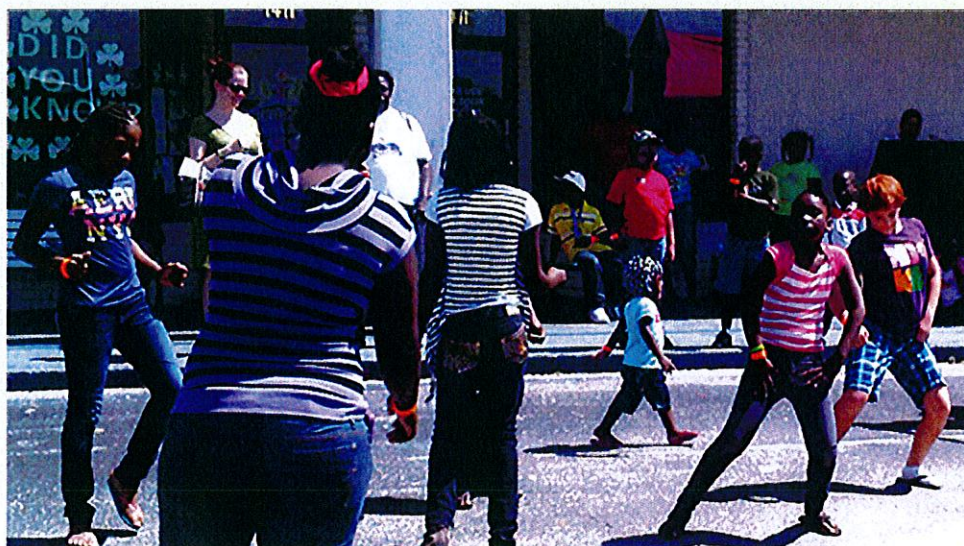
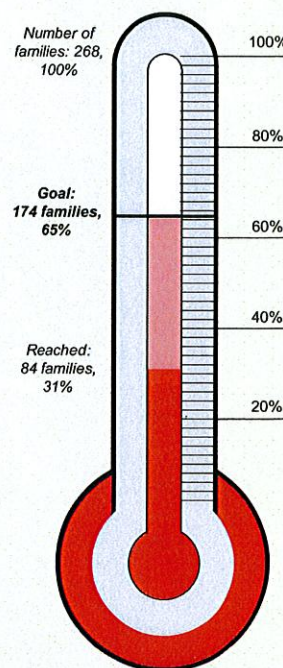
- 41% participated in parent-child activities.
- 44% participated in Triple P individual sessions, groups, or seminars.
- 93% participated in navigation activities.
- 38% participated in adult education or capacity-building workshops and activities.

Service Reach (between June 2011 and December 2012):

- 268 parents of children 0–17 participated in services or activities at Bridges at Lake Park.
- 228 families participated, and of those families, 68% had children ages 0–5 ($n = 155$).
—Of those families with children 0–5, 54% resided in a target neighborhood ($n = 83$).
- 268 families with children age 0–5 lived in the Lake Park neighborhood during the 2010 census.
- 84 families with children age 0–5 who live in the Lake Park neighborhood participated in activities at Bridges.

—Therefore, we estimate Bridges has been successful in reaching approximately **31%** of the families with children 0–5 in the Lake Park neighborhood thus far.

Bridges works hard to meet the needs of families in order to enhance parents' ability to promote the health, early development, safety, and school success of their children. The Bridges model is inspired by the Harlem Children's Zone core principle of saturating a neighborhood with information and services to improve the environment for children and families living there. To achieve this saturation, Bridges hopes to reach at least 65% of families with young children 0–5 living in the neighborhood and cultivate an environment where children are healthy, safe, and ready to succeed in school.

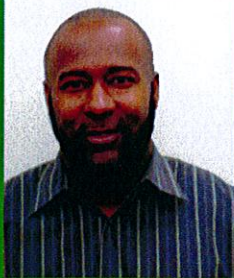


Serving Lake Park since January 2011.

Bridges at Lake Park offers activities to reach the goals of the Bridges initiative, such as outreach, parent support and navigation. Examples of some of these activities include the following:

- Child development through parent-child activities to promote early literacy, social, and motor skills for kindergarten readiness: "Raise Me Up" Activities, "My Parents and Me," Bridges Play Room, Infant Massage
- Individual and group parent support and education: Triple P, MOMs (Mothers on a Mission), Father Talk
- Developmental screenings using the Ages & Stages Questionnaire (ASQ-3) for children ages 0–5
- Navigation services - connecting families with needed resources and helpful opportunities: FL ACCESS community partner (help with food, Medicaid, and cash assistance applications), Family Resource Library, car seat safety check/installations, and Business Center (allows members use of a computer, fax, copy, & notary service)

- Adult education and capacity-building workshops: Reading Enrichment Night, Resume Writing, Community Voice, Survival English workshop
- Community engagement: Strong Starts Community Dialogue Circles, Getting to Know Bridges, Holiday Sharing, "I Am Not Alone" Play, Community Baby Showers, Community Ambassador meetings.



Director: Ricky Petty
Ricky.petty@chsfl.org



Bridges is a program of



CONTACT INFORMATION:

Bridges at Lake Park
1411 10th Street
Lake Park, FL 33403
561-881-5060

Monday–Friday: 8:30am–7pm
Evening events, activities, and appointments
available when scheduled between 5:30pm–7pm
Saturdays: 10:00am–2:00pm
Office hours may vary
based on scheduled community events.



Palm Beach County's Happily Ever After Begins with Reading.

Why Reading Matters

for Parents and Our Community



Fall 2013

Reading Matters!

Why?

An achievement gap that exists when young children enter school may persist over time

- Children from low-income families often enter school behind their peers. While children who are low-income tend to benefit the most from school, the gap persists over time¹.
- Early reading and math skills measured at school entry are statistically significant predictors of later reading and math achievement, with reading achievement showing the highest correlation².
- The average U.S. student ranked 10th in the world in reading, 19th in science and 24th in math, according to The Program for International Student Assessment in 2009³.

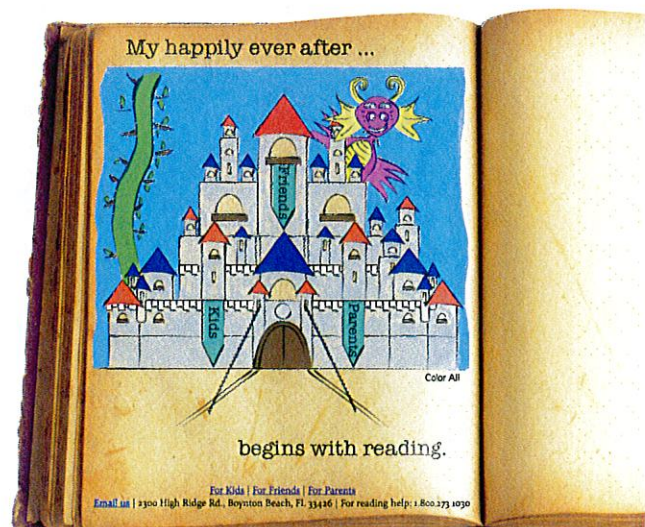
Reading level in third grade is predictive of graduation

- One in six children who can't read on grade level by third grade fails to graduate from high school on time, four times the rate for children with proficient third-grade reading skills⁴.
- In Palm Beach County, 54% of our third-grade students are reading at a proficient level.
- The accomplishments of our community are measured by the success of all our residents. Children represent our future; they will be our future parents, workers, leaders, inventors, scientists, health care providers, engineers, electricians, authors and other members of our community. We all benefit when our children are successful readers because reading enables them to achieve their dreams.
- Third-grade reading success matters to all of us because it directly impacts our community's quality of life.

What Are We Doing?

Children's Services Council and Community Partners are Focused on Reading

Children's Services Council of Palm Beach County, the Literacy Coalition of Palm Beach County, the School District of Palm Beach County, the Early Childhood Cabinet, and county and municipal libraries, along with a host of other partners have all joined together to create a countywide campaign that encourages reading and raises awareness of why it matters to all of us. The goal is to prompt discussion and bring groups together to focus on reading in our community.
<http://PBCReads.org>.



INSIDE

Why Reading Matters to Palm Beach County

2

Tips for Parents (Friends, Grandparents, Aunts and Uncles Too!)

4

Activities to Take Place at Schools and in the Community

6

What Research Says About Learning To Read

7

What Children's Services Council is Doing

9

Partners Who are Building Excitement About Reading

11

Do You Know How Your Child Is Doing?

The following milestones for children's language and literacy development come from "The Road to Reading, Birth to Age 4: Talking with Parents," Harvard University ⁵. The report also focuses on the opportunities for professionals across many disciplines to assess a child's literacy and language development, and the role for child care providers in developing language and literacy skills.

Does your 5-MONTH-OLD:

- turn his head toward sounds he hears?
- watch your face when you speak?
- vocalize her feelings (laugh, giggle, cry, fuss)?
- make noises when you talk to him?

Does your 1-YEAR-OLD:

- attend to books or toys for several minutes?
- answer simple questions non-verbally?
- say two to three words to name a person or object?
- try to imitate simple words?

Does your 2-YEAR-OLD:

- have 250-350 words he can use when he talks?
- point to pictures in a book?
- use sentences that are 3 or 4 words long?
- ask questions about the stories you read or things she sees?

Does your 3-YEAR-OLD:

- have 800-1,000 words she can use when she talks?
- play imaginary games?
- look through a story book and retell it?
- scribble on paper and tell you what he wrote?
- answer and ask questions?

Does your 4-YEAR-OLD:

- hold a book right side up and turn the pages starting from the front?
- recognize some letters, like the ones in his name?
- pay attention to stories?
- know how to rhyme?
- start conversations?



If you have questions or concerns about your child's progress, discuss them with your pediatrician. You can also call 1-888-634-7900 or visit <http://families.cscpsc.org>.

Parents – What Can You Do To Help?

Talk, share books, read at a regular, focused time

Many resources are available for parents who want to learn more about learning to read. One popular reading website, Reading Rockets, provides information, tools and resources for parents offering fun activities for their child. The following tips are adapted from this site: <http://www.readingrockets.org> ⁶

Tips for Parents of Babies

It's never too early to read to your baby. As soon as your baby is born, he or she starts learning. Just by talking to, playing with and caring for your baby every day, you are building the language skills necessary for your baby to become a reader.

Talk with your baby – all day long

Describe the weather or which apples you are choosing at the grocery. Talk about the pictures in a book or things you see on a walk. Ask questions. By listening and responding, your child learns words, ideas, and how language works.

Develop a daily routine (and make reading a part of it)

Routines can soothe a baby, and provide opportunities for your baby to learn to predict what will happen next. The ability to predict is important when your child is older and is reading independently.

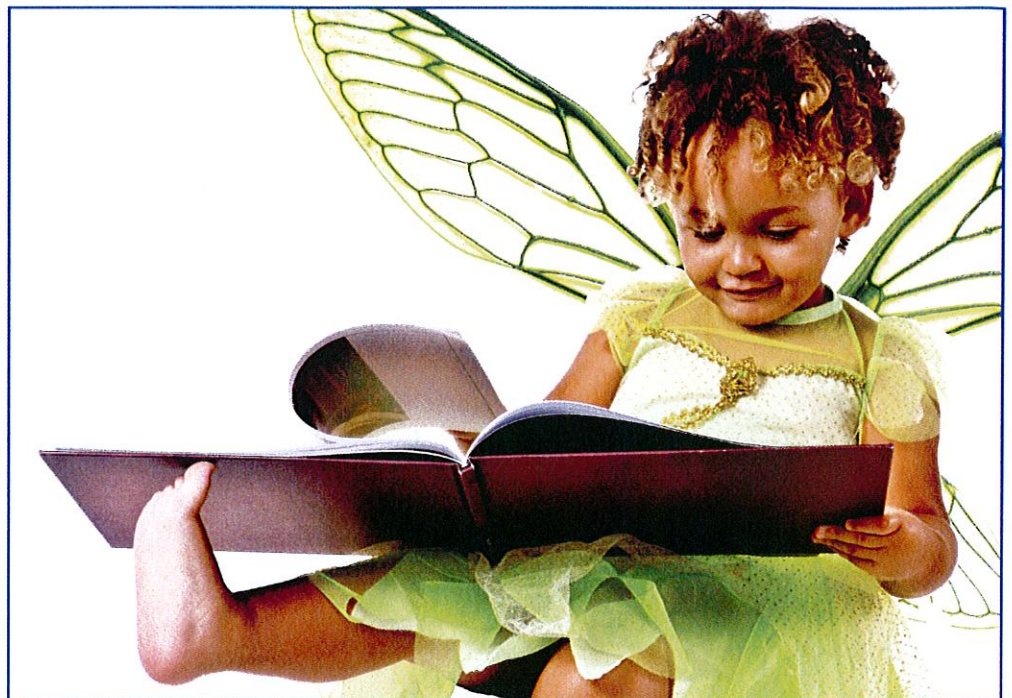
Tips for Parents of Toddlers

Play to their favorites

Read favorite stories again and again. Let your child join in on the predictable phrases. Seek out books about things your toddler especially likes – trains, animals, space. These books may extend a toddler's attention span and build enthusiasm for reading.

Not having fun?

Try a different story or a different time during the day. Reading with a very young child is primarily about building positive experiences with books, not finishing every book you start. If your child wants to look at the book by himself, that is fine. The important thing is that he knows what a book is and is showing an interest.



Tips for Parents of Preschoolers

Be interactive

Discuss what's happening in the book, point out things on the page, and ask questions.

Concerned?

See your child's pediatrician or teacher as soon as possible if you have concerns about your child's language development, hearing or sight.

Tips for Parents of Kindergartners

Say silly tongue twisters

Sing songs, read rhyming books, and say silly tongue twisters. These help kids become sensitive to the sounds in words.

Read it and experience it

Connect what your child reads with what happens in life. If reading a book about animals, relate it to your last trip to the zoo.

Use your child's name

Point out the link between letters and sounds.

Say, "John, the word 'jump' begins with the same sound as your name. John, jump. And they both begin with the same letter, J."

PAHOKEE PARENT

“What I have noticed is whenever we go anywhere... even reading the stop signs. He is learning more words... he wants to say “Oh, I know that word!” and he will say it as we are driving anywhere. He always wants to say the word that he already knows.”

Tips That Promote Language and Literacy, Thinking Skills, Self-Control and Self-Confidence

(From Zero to 3)

Thinking skills: Follow your child's lead. Toddlers can learn almost any concept through their everyday activities. Concepts like fast and slow, up and down, and over and under can be introduced as she plays on the playground.

Self-control: Label and validate your child's feelings. Letting children know that their feelings are understood helps them calm down and regain control. This doesn't mean you give in to their demand.

Self-confidence: Let your child be the problem-solver. Children are natural problem solvers. Be your child's coach. Give her the support she needs to solve a problem but don't solve it for her.

For more on encouraging your child in these areas, visit: <http://www.zerotothree.org>.

School-Age Reading

School-Age Reading Challenge

The School District of Palm Beach County (SDPBC) is a large, diverse school district with more than 80,000 elementary students. Common Core State Standards (CCSS) are taught in grades K-2 and are blended with Next Generation Sunshine State Standards in grades 3-12. All grade levels will be using CCSS exclusively in 2014-2015. CCSS set clear expectations of what students are to learn in kindergarten through 12th grade. The English Language Arts standards support more in-depth learning that provides students with more opportunities to develop high-level vocabulary and content knowledge of challenging materials. K-2 students are being taught and assessed in CCSS (School District of Palm Beach County).

Instruction will be more demanding and will place more emphasis on non-fiction reading and students' ability to analyze, apply and draw conclusions from what they read. This increase in rigor is so that children are more prepared when they enter college or begin a job. Students will be expected to read more complex texts than they had in the past, and reading will be emphasized and integrated in all subject areas. (The Palm Beach Post, August 17, 2013). For instance, students will be exposed to more word problems in math and will focus on comprehension and deeper understanding in social studies. The district has activity packets for parents to use with their children to help them with the CCSS: <http://www.palmbeachschools.org/parents/commoncore.asp>.⁸

Palm Beach County Elementary School Students

Palm Beach County has 80,262 students in elementary schools, grades K through 5.

Among these:

- 61% are receiving free and reduced lunch
- 17% have Limited English Proficiency
- 15% are in Exceptional Student Education
- 9% are in gifted programs

Source: Gold Report, Palm Beach County School District, 2012 data.

Kindergarten Readiness

Of the nearly 12,000 children assessed at the beginning of kindergarten in 2011, 70% were ready for kindergarten (Children's Services Council, from SDPBC data). Eighty-eight percent were considered ready based on results from the Early Childhood Observation System (ECHOs) assessment and 73% were ready on the Florida Assessment for Instruction in Reading (FAIR). These two assessments comprise the FLKRS, the school readiness measurement in Florida (Florida Kindergarten Readiness Screener Results, 2011-12 SPAR Florida Department of Education). The Palm Beach County FAIR scores exceeded state scores; however, Palm Beach County was below the state on the ECHOS assessments. Some schools have far more children "not ready" on readiness assessments, having less than 50% of kindergarten students ready on the FAIR (2011-12 SPAR, Florida Department of Education, Florida Kindergarten Readiness Screener Results).⁹

2011-12 School Year Florida Kindergarten Readiness Screener Results

READINESS INDICATOR	PALM BEACH COUNTY	FLORIDA
ECHOs		
Percent ready ECHOs	88%	91%
Percent not Ready ECHOs	12%	9%
FAIR		
Percent Ready FAIR	73%	71%
Percent not Ready FAIR	27%	29%
FLKRS		
Percent Ready FLKRS	70%	NA

How Can Children be Ready for Kindergarten?

Learning Begins in Infancy

Research shows the importance of early exposure to words and reading.

So the 13,936 Babies Born in 2012 are Part of the Graduating Class of 2030

Research indicates that infants are absorbing everything around them. A child's brain develops at a rapid rate, with billions of neurons and circuits developing during early childhood.

See more about how brains develop at Harvard University's Center on the Developing Child

<http://developingchild.harvard.edu>.

- The more words parents use when speaking to an 8-month-old, the greater the size of their child's vocabulary at age 3.¹⁰
- Children from low-income families hear as many as 30 million fewer words than their more affluent peers before the age of 4. (Hart-Risley study on language development).

See more from the Grade-Level Reading Campaign on The 30 Million Word Gap, The Role of Parent-Child Verbal Interaction in Language and Literacy Development: <http://gradelevelreading.net>.

- Books contain many words that children are unlikely to encounter frequently in spoken language. Children's books actually contain 50% more rare words than prime time television or even college students' conversations.
- Fewer than half (48%) of young children in the United States are read to daily. While even fewer low-income children are read to, families of all income levels are not reading to their children daily due to lack of time or because parents may not make it a priority.¹¹

PAHOKEE PARENT

“ Sometimes we have to work, go to school at night. We have to find the right time, so it is a little bit frustrating, but you really can do something... you can say “OK. I am going to set 6 o'clock is the time you're going to read.” You can set at least 30 minutes, and it works. ”

For more research relating to early literacy go to: <http://gradelevelreading.net>.

Research Shows the Importance of Books in the Home

A study conducted over 20 years by Evans, Kelley, Sikorac, and Treimand (2010)¹², who surveyed more than 70,000 people across 27 countries showed:

- Children raised in homes with more than 500 books spent three years longer in school than children whose parents had only a few books. Growing up in a household with 500 or more books is “as great an advantage as having university-educated rather than unschooled parents.”
- Children whose parents have lots of books are nearly 20% more likely to finish college – a factor more important than the education of the parents.
- Even a child who comes from a home with 25 books will, on average, complete two more years of school than would a child from a home without any books at all.

How can Parents Help Boost their Child's Achievement?

Know Your Child's Reading Level

Parents who are aware of their child's reading progress are better able to help them work to become good readers. The SDPBC has a Learning Tools for Parents site that provides access to numerous online references, resources and software services that parents can use with their children at home:

http://www.palmbeachschools.org/learning_tools/Parents.

One site, Edline http://www.edline.net/pages/Palm_Beach_County, is the primary method Palm Beach County schools use to communicate online with parents and students. It provides a secure account to access information about children's classes, including links to online textbooks and other resources. Edline includes resources for all grade levels for summer learning, including reading lists and activities.

National Efforts Focus on Time Outside of School

Research has guided the national Campaign for Grade-Level Reading to establish School Readiness, Absenteeism and Attendance, and Summer Learning Loss as three vital priorities, and opportunities, to help children read at grade level by the end of third grade. Campaigns in Palm Beach County and more than 120 communities across the country are working to improve children's reading scores.

Make Sure Your Child Is In School – Absences Cause Children to Fall Behind

Beginning in elementary school, some students miss as much as 10% of the school year. One in 10 kindergartners miss more than a month of school, which impacts their performance in first grade.

"Among children from low-income families, who lack the resources to make up lost time, chronic absence in kindergarten translated into lower fifth grade achievement" <http://gradelevelreading.net/our-work/chronic-absence>.¹³

BELLE GLADE PARENT

“If you don't do it in the summer, you will fall back. So you have to maintain... push them a little farther, a little harder, so for next year they will be ready, [they will be] on task... so they won't fall behind.”

Include Reading in the Mix of Fun Afterschool and Summer Activities to Reduce Summer Learning Loss

According to the Campaign for Grade-Level Reading, "research spanning 100 years has proven that students lose ground academically when they are out of school for the summer. The problem is particularly acute among low-income students who lose an average of more than two months in reading achievement in the summer, which slows their progress toward third grade reading proficiency."

Libraries Open Doors

There are 27 libraries between the Palm Beach County Library System and municipal libraries in the county. Each one offers great opportunities for children to select books of their choice with a quiet and inviting environment to read. Each summer, libraries sponsor reading programs that are fun-filled and keep children reading throughout the summer months. During the school year, libraries have a variety of activities using high-interest books. Research shows that kids benefit when they are able to select books that interest them. Look for a library near you at our website <http://pbcreads.org>.

The Importance of Third Grade Reading Performance – 'Learning to Read, Reading to Learn'

National reading campaigns have focused on third-grade reading success as a pivotal point for children. This, along with graduation data, shows how our county compares to the state. While the state is transitioning its assessment tool, third grade FCAT scores are important because they can determine whether a child is promoted to fourth grade, and his or her future success in school. Third grade is a time when children go from 'learning to read' during the early years to 'reading to learn.' If they can't read well, they may fall behind in other subjects like science, social studies and even math. For 2012-13, 54% of third grade students were considered to be reading at a proficient (level 3 and above) (SDPBC, May, 2013).¹⁴

2012-13 School Year 3rd Grade Reading FCAT Results % in Achievement Levels*

FCAT Achievement Levels	PBC	Florida
Total Number of Students	13,588	203,390
FCAT Grade 3 Level 3 and above	54%	57%
FCAT Grade 3 Level 1 and 2	46%	43%

*Performance at Level 3 and above is consider satisfactory. Source: School District of Palm Beach County

Graduation

Graduation is important to future success in life. Businesses look at a community's graduation rate and skilled workforce when selecting a community to locate in. While Palm Beach County's graduation rate at 77% in 2012 was better than the state and other large counties, some schools in the county had graduation rates as low as 64.9%. Being sure our children are ready for school and reading on grade level at third grade helps them to be able to graduate. Every student who doesn't graduate from high school costs society an estimated \$260,000 in lost earnings, taxes and productivity. <http://www.aecf.org/~media/Pubs>

FY2008-2012 Graduation Rate for Florida and Large Urban Districts*

	FY2008	FY2009	FY2010	FY2011	FY2012
Florida	62.7%	65.5%	69.0%	70.6%	74.5%
Palm Beach	65.5%	70.1%	74.8%	74.3%	77.0%
Broward	64.3%	68.4%	72.4%	71.6%	76.4%
Dade	60.5%	62.0%	68.3%	71.3%	76.0%
Hillsborough	63.9%	66.1%	66.7%	69.3%	72.6%
Orange	61.9%	67.4%	71.8%	71.4%	73.9%

*Florida school districts exceeding 150,000 students. School District of Palm Beach County, Page 3 FY2012 High School Graduation Rate, December 3, 2012 Memo to School Board members.¹⁵

What is Children's Services Council Doing?

Maternal and Child Health, and Quality Early Care and Education

Children's Services Council (CSC) has prioritized the early years by serving pregnant women and their babies through our Healthy Beginnings System. Our quality early care and education system provides school readiness slots in partnership with the Early Learning Coalition and the School District, and Head Start services with Palm Beach County. CSC's school readiness focus achieved a "Pacesetter" designation from the national Campaign for Grade-Level Reading in 2012.

Quality Afterschool Programs

Children's Services Council partners with Prime Time Palm Beach County to provide expanded learning opportunities for children in quality afterschool programs. Afterschool provides an opportunity to engage children and build upon their interests, while supporting what children are learning in school. This includes enrichment in a number of subject areas, including literacy.

Targeted Literacy Efforts

Children's Services Council partners with the Literacy Coalition of Palm Beach County to provide targeted services to help families with young children assist their child with language and literacy development.

Reach Out and Read

The Literacy Coalition provides Reach Out and Read, an evidence-based program that promotes early literacy and school readiness in pediatric offices in Palm Beach County. The program provides new books to children and advice to parents about the importance of reading aloud. It builds on the unique relationship between parents and medical providers to develop critical early reading skills in children. It begins at the 6-month checkup and continues through age 5, with a special emphasis on children growing up in low-income communities.

Children's Services Council Emergent Literacy Strategies

CSC is working with the Literacy Coalition to explore evidence-based programs using part-time workers who are trained in emergent literacy strategies to use in interactive, one-on-one reading sessions with 3- and 4-year-olds in early child care settings. The staff helps the children enjoy books, reading and learning.

Parent-Child Home Program

Parent-Child Home Program is an evidence-based home visiting model that prepares young children for school success by increasing language and literacy skills, enhancing social-emotional development, and strengthening the parent-child relationship. This is a two-year program that begins with two 30-minute home visits weekly for 23 weeks per program year. Children receive a book, toy and activities as part of the program.

Bridges Summer Program for Young Children

In the summer of 2013, Children's Services Council distributed books to our Bridges Programs to establish mini-libraries on site. This project ensured that more books are available to children at the 10 Bridges sites across the county. Each Bridges site received two copies of all 175 books on the School District's Recommended Summer Reading List for Pre-K through Grade 5. In addition, Bridges in Boynton Beach, Pahokee and Belle Glade, along with the City of Delray Beach, had a summer reading challenge for parents and children. Books were distributed and prizes awarded to children who participated.

BOYNTON BEACH PARENT

“During the summer, there's a gap and the children have a tendency to [forget] whatever they have learned that year. They lose so much... I think programs like this keeps them up to a level that when they do go back in they're not dormant... they are able to pick up and understand; pick up where they left off.”



Countywide Public Education Campaign Focused on Reading

With the "My Happily Ever After Begins with Reading" campaign, Children's Services Council and its partners are promoting a positive, universal message that speaks to all cultures, all socio-economic groups and all ages. Through the use of fairy tales, the campaign builds awareness around the importance of reading and how it is the building block to a successful life. The campaign website invites children, their parents and all others in the community to get involved. The site allows the community to access information about reading, research, events and activities in a fun and engaging way.

For more information, please visit "My Happily Ever After Begins with Reading" campaign website at PBCReads.org.

The site includes:

- Ways to encourage reading and volunteer
- Research on the importance of reading
- Tips for parents and children
- Resources & links
- Where to turn for help
- Local activities and events focused on reading

"My Happily Ever After Begins with Reading" Partners include:



in partnership with:

Mandel Public Library of West Palm Beach

Palm Beach County Library System

The Palm Beach Post

The City of Delray Beach

PNC Bank

Schoolhouse Children's Museum & Learning Center

United Way of Palm Beach County

References

1. Alexander, K.L., Entwisle, D.R., & Horsey, C.S. (1997). From first grade forward: Early foundations of the high school dropout. *Sociology of Education*, 7(2), 87-107.
2. Duncan et al., (2007) Duncan, G.J., Dowsett, C.J., Claessens, A., Magnuson, K., Huston, A.C., Kebanov, P., et al. (2007). School readiness and later achievement. *Developmental Psychology*, 43(6), 1428-1446.
3. Miami Herald, FCAT era ending; New testing controversy on horizon, August 17, 2013.
4. How Third-Grade Reading Skills and Poverty Influence High School Graduation By Donald J. Hernandez Professor, Department of Sociology Hunter College and the Graduate Center, City University of New York and Senior Advisor, Foundation for Child Development.
5. From Harvard, Turning the Page: Refocusing Massachusetts for Reading Success Strategies for improving children's language and literacy development, birth to age 9 Nonie K. Lesaux, Ph.D. Research Team Michelle E. Hastings, M.A., Joan G. Kelley, Ed.M., Sky H. Marietta, Ed.M., Julie M. Russ, Ed.M. http://www.strategiesforchildren.org/3research/10_TurningThePageReport.pdf
6. The Reading Rockets <http://www.readingrockets.org>.
7. Zero to three: <http://www.zerotothree.org>.
8. School District of Palm Beach County <http://www.palmbeachschools.org/parents/commoncore.asp>).
9. Florida Department of Education, Florida Kindergarten Readiness Screener Results, 2011-12 SPAR.
10. Grade Level Reading Research Face 2. <http://gradelevelreading.net/wp-content/uploads/2012/08/FACE-Research.pdf> Third Grade
11. The 30 Million Word Gap, The Role of Parent-Child Verbal Interaction in Language and Literacy Development, The Campaign for Grade-Level Reading <http://gradelevelreading.net/wp-content/uploads/2013/05/GLR-Issue-brief-on-oral-language-research.pdf>
12. Evans, Kelley, Sikorac, and Treimand (2010) in Compendium of Research Ensuring Student Achievement and Teacher Effectiveness Through Proven Research, By Lois Bridges, Ph.D. Scholastic Classroom and Community Group. <http://gradelevelreading.net/wp-content/uploads/2012/08/SCCGResearchCompendium.pdf>
13. Reading Success Matters, The Campaign for Grade-Level Reading (<http://gradelevelreading.net/our-work/chronic-absence>).
14. School District of Palm Beach County, May, 24, 2013 Memo to School Board Members FY 2013 Grade 3 FCAT 2.0 Reading and Mathematics Results.
15. School District of Palm Beach County, Page 3 of 6, FY2012 High School Graduation Rate December 3, 2012, Memo to School Board members.

Other Important Resources:

1. The importance of helping children be successful readers is presented on The Reading Rockets website, the PBS award winning show funded by US Department of Education: <http://www.readingrockets.org/shows/launching/roots>/<http://www.readingrockets.org/shows/launching/toddling/>.
2. US Department of Education site for parents Helping Your Child Become a Reader <http://www2.ed.gov/parents/academic/help/reader/index.html>
3. Campaign for Grade-Level Reading <http://gradelevelreading.net/>.



Town of Lake Park Town Commission

Agenda Request Form

Meeting Date: November 20, 2013

Agenda Item No. Tab 4

Agenda Title: A RESOLUTION OF THE TOWN COMMISSION OF THE TOWN OF LAKE PARK, FLORIDA, AMENDING THE TOWN'S PERMIT FEE SCHEDULE BY ADDING ADDITIONAL PERMIT-RELATED AND ADMINISTRATIVE-RELATED FEES.

- [] SPECIAL PRESENTATION/REPORTS [] CONSENT AGENDA
[] BOARD APPOINTMENT [] OLD BUSINESS
[] PUBLIC HEARING ORDINANCE ON _ READING
[X] **NEW BUSINESS - RESOLUTION**
[] OTHER: _____

Approved by Town Manager DSS

Date: 11/8/13

Nadia Di Tommaso / Community Development Director
Name/Title ND

Originating Department: Community Development	Costs: \$ 0 Funding Source: Acct. # [] Finance _____	Attachments: → Resolution <u>44</u> -11-13 → Copy of Resolution 33-10-12 previously updating the permit fee schedule → Copy of F.S.S. 489.503 and 553.793 New Requirements
Advertised: Date: N/A Paper: [] Not Required	All parties that have an interest in this agenda item must be notified of meeting date and time. The following box must be filled out to be on agenda.	Yes I have notified everyone____ or Not applicable in this case <u>ND</u> Please initial one.

Summary Explanation/Background:

The Town's Code of Ordinances in Section 54-2 indicates that all permit fees shall be charged pursuant to the fee schedule established and/or amended by Resolution of the Town Commission. Over the years, this permit fee schedule has been amended several times to reflect existing operations and changing legislation. Resolution 33-10-12 is the most recent version of the fee schedule establishing these fees and it is attached.

Recently, the Community Development Department's Building Division has seen an increase both in the number of general building permit applications and in the number of building permit applications submitted for revisions to permits already issued. Staff believes this number will keep increasing given this positive trend.

The number of sub-permit applications that are related to master permit applications for larger projects also seem to be on the rise. Generally, larger projects have higher job values resulting in additional Building Official-related fees per the Town's existing contractual agreement with Hy-Byrd.

In order to recover these additional review and administrative fees, staff is recommending that the permit fee schedule be revised to add the following fees:

Permit Revision Administrative Fee utilizing the same Permit Number.....\$50.00

- Oftentimes, a contractor or homeowner wishes to modify existing plans filed with an existing permit.

Sub-Permit Administrative Fee.....\$50.00

- Larger applications that involve various trades typically file a "Master Permit" application. All respective trades then need to apply for their own permit application. Building permit fees are determined by their respective job value however, most often the "Master Permit" will cover the entire job value, inclusive of the trades even though separate permit applications are needed for these trades. This application involves additional staff processing and review time and should be charged a standalone fee.

Plan Review Contractual Surcharge:

Permit Applications with Job Values \$300,000.00 to \$400,000.00.....\$250.00

Permit Applications with Job Values over \$400,000.00.....\$1.25/thousand or fraction thereof

- While the Town's contract with Hy-Byrd (*which provides Building Official services*) indicates that these additional review fees are borne by the Applicant, it is important that these fees also appear on the Town's permit fee schedule for consistency and clarity.

Holiday/Weekend Inspections (minimum 3-hour charge) and additional Building Official/Inspector Services.....\$65/hour

- Several holiday inspection requests have been submitted over the past few weeks. While the Town's contract with Hy-Byrd allows the Town to recover these additional costs, it is important that these fees also appear on the Town's permit fee schedule for consistency and clarity.

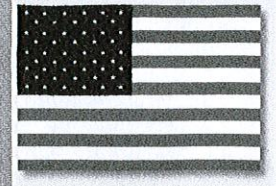
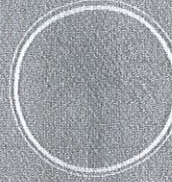
Finally, Florida State Statute 489.503 and 553.793 were recently modified to limit the permit review fee for one and two-family alarm system permits to \$55. While the Town can continue utilizing its general fee schedule for alarm system permits until January 1, 2015 per the Statutes, staff is proposing to proactively modify the permit fee schedule to include the following:

Low-Voltage alarm system permit for one and two-family homes.....\$55.00

Recommended Motion: I MOVE TO APPROVE RESOLUTION 44-11-2013.

Exhibit "c"

Thanksgiving Turkey Giveaway



Bethlehem Haitian Baptist Church
425 Crescent Drive
Lake Park, FL 33403

11/26/2013

Starting at 10:30 am

You must be pre-registered to be guaranteed a turkey or Publix gift card. Pre-registration is full and we will not be taking any additional registrations. There may be additional turkeys available after the event on the following Tuesday after Thanksgiving. There will be refreshments and live music.

Sponsored by
Bethlehem Haitian Baptist
Church/Club 100 Charities

Maril
561-543-3971

September 30, 2013

Governor Rick Scott
Executive Office of Governor Rick Scott
400 S. Monroe Street
Tallahassee, FL 32399

Dear Governor Scott:

As you are aware, the Department of Children and Families performed a survey over the summer regarding the feasibility of registering sober homes. This was done pursuant to the 2013-2014 General Appropriations Act.

As an elected official representing the undersigned city, I urge you to support regulation of Recovery Residences/Sober Houses in the form of state-wide licensing/registration for the following reasons:

1. To create a consistent standard of operation to be applied consistently throughout the state.
2. To provide for accountability for the owners/operators of these homes.
3. To help end abuses that are occurring in some of the homes (i.e. House for Women operated by a registered sexual offender; multi-family residence owned and operated by same person as owner of bar it is attached to; insurance fraud; patient brokering; etc.).
4. To require background checks for owners/operators of the homes in order to help end the abuses as referenced in paragraph 3 above. These background checks would be similar to those already required for the owners/operators of the following types of homes/facilities:
 - a. Addictions Receiving Facility;
 - b. Day or Night Treatment;
 - c. Day or Night Treatment with Community Housing;
 - d. Detoxification;
 - e. Intensive Inpatient Treatment;
 - f. Intensive Outpatient Treatment;
 - g. Medication-Assisted treatment for opiate addiction;
 - h. Outpatient Treatment;

- i. Residential Treatment;
- j. Facilities that provide Intervention services; and
- k. Facilities that provide prevention services

Pursuant to §§ 397.311(18) and 397.403, *Fla. Stat.* as well as

- l. Assisted Living Facilities;
- m. Adult Family-Care Homes;
- n. Adult Day Care Centers

Pursuant to §§ 429.174, 429.67, 429.919, *Fla. Stat.*, and

- o. Service Providers for the Department of Elderly Affairs; and
- p. Community Residential Homes pursuant to Chapter 419, *Fla. Stat.* to name just a few.

- 5. To ensure that certain life safety standards are followed in order to keep the residents safe in the event of a fire (similar to the requirements for the homes/facilities referenced in Paragraph 5 above).
- 6. The "Community Housing" aspect of "Day or Night Treatment with Community Housing" is already licensed by the Department of Children and Families pursuant to § 397.311(18)(a)3, *Fla. Stat.* and the only difference between the licensed facilities referenced in this statute and unlicensed sober homes is that the "Community Housing" facility which is nothing more than a residence for persons in recovery is owned and/or operated by the same person or entity that owns and operates the "Day or Night Treatment Facility" even though no treatment is provided in the "Community Housing" home, whereas a Sober House (again nothing more than a residence for persons in recovery) may be owned or operated by anyone and is not directly affiliated with the treatment facility.

Thank you very much for supporting the Cities of Florida.

Sincerely,

(Signature)

(Print Name)

(Title)

(Municipality)



AGENDA

Lake Park Town Commission
Town of Lake Park, Florida
Regular Commission Meeting
Wednesday, November 20, 2013, 6:30 p.m.
Lake Park Town Hall
535 Park Avenue

James DuBois	—	Mayor
Kimberly Glas-Castro	—	Vice-Mayor
Erin T. Flaherty	—	Commissioner
Michael O'Rourke	—	Commissioner
Kathleen Rapoza	—	Commissioner
.....		
Dale S. Sugerman, Ph.D.	—	Town Manager
Thomas J. Baird, Esq.	—	Town Attorney
Vivian Mendez, CMC	—	Town Clerk

PLEASE TAKE NOTICE AND BE ADVISED, that if any interested person desires to appeal any decision of the Town Commission, with respect to any matter considered at this meeting, such interested person will need a record of the proceedings, and for such purpose, may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based. *Persons with disabilities requiring accommodations in order to participate in the meeting should contact the Town Clerk's office by calling 881-3311 at least 48 hours in advance to request accommodations.*

A. CALL TO ORDER/ROLL CALL

B. PLEDGE OF ALLEGIANCE

C. SPECIAL PRESENTATIONS/REPORTS

1. Presentation by Ricky Petty, Director, Bridges at Lake Park and John Bartosek, Chief Communications Officer, Children's Services Council of Palm Beach County.

Tab 1

D. PUBLIC COMMENT:

This time is provided for addressing items that do not appear on the Agenda. Please complete a comment card and provide it to the Town Clerk so speakers may be announced. Please remember comments are limited to a TOTAL of three minutes.

- E. CONSENT AGENDA:** All matters listed under this item are considered routine and action will be taken by one motion. There will be no separate discussion of these items unless a Commissioner or person so requests, in which event the item will be removed from the general order of business and considered in its normal sequence on the Agenda. Any person wishing to speak on an Agenda item is asked to complete a public comment card located on either side of the Chambers and given to the Town Clerk. Cards must be submitted before the item is discussed.

2. Regular Commission Meeting Minutes of November 6, 2013 **Tab 2**
3. Resolution No. 43-11-13 Authorizing the Mayor to Apply for Federal Fiscal Year
(FFY) 2013 Edward Byrne Memorial Justice Assistance Grant (JAG) Program
Funds from the Florida Department of Law Enforcement **Tab 3**

F. PUBLIC HEARINGS - ORDINANCE ON FIRST READING:
None

G. PUBLIC HEARINGS – ORDINANCE ON SECOND READING:
None

H. NEW BUSINESS:
4. Resolution No. 44-11-13 Amending the Town's Permit Fee Schedule by Adding
Additional Permit-Related and Administrative-Related Fees **Tab 4**

I. TOWN ATTORNEY, TOWN MANAGER, COMMISSIONER COMMENTS:

J. ADJOURNMENT

Next Scheduled Regular Commission Meeting will be held on Wednesday, December 4, 2013